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# JUNIOR COLLEGE JOURNAL

VOLUME XXVI

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## Junior College and My Career

AUGUST L. AHLF

IT HARDLY seems possible that a quarter of a century has passed since I attended Weber College in Ogden, Utah, preparatory to going on to the University of Utah. As I review this eventful period in my life, I am reminded of the old saying, "As the twig is bent, so grows the tree," and I become more than ever conscious of the beneficial effects that my attendance at this junior college has had upon my later life.

My decision to attend junior college required a great deal of serious contemplation. I realized that those few months after graduation from high school were the period to make the decision which would have the most important bearing upon the course of my future. Unfortunately, vocational guidance in high school at that time was not as highly developed as it is now, nor did I then fully realize the importance of this subject. Therefore, I was graduated from high school quite unprepared to decide whether I was qualified for a professional life or whether I should seek employment in commerce or industry. My first employment after high school graduation,



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as an unskilled worker at a remote quarry operated by the railroad, soon convinced me that further education, with the consequent increased earning power, would be necessary before I could attain the position in life which I desired. This fact brought me to the realization that, due to my own indecision in high school, I had not taken the courses needed to prepare myself adequately for entrance into the university.

My choice of going to the local junior college was greatly influenced by the economic advantage of living at home. During those economically depressed times, even the smallest savings often meant the difference between being able to obtain a higher education or having to forego it. While my family was willing to make the necessary sacrifices to allow me to continue my edu-

cation wherever I chose, my own sense of independence required that I assist as much as possible by keeping expenses to a minimum. Living at home provided the additional advantage of making an easier transition from the life at high school to the more strenuous scholastic requirements and social activities at the college level. Also, because of smaller classes, the instructors were able to give me additional personal assistance necessary in overcoming my scholastic deficiencies.

Weber College had an excellent athletic program, a reputation for producing good teams noted for fine sportsmanship, and a highly respected coach. There was, too, an opportunity for me to take a prominent part in this program, while at a larger institution my abilities might have relegated me to a subordinate position.

While at Weber College, I secured the thorough groundwork in the fundamentals of social and physical sciences which later permitted me to obtain my engineering degree from the University of Utah with high honors. Without the additional personal help and assistance given to me by the instructors at Weber College because of the smaller classes, it is problematical whether I should have been able to achieve this success. While my partici-

pation in the student groups provided training in group endeavors, my athletic activities taught me by actual experience that a good spirit and cooperation among team members and consistent, conscientious leadership could produce results impossible to obtain by individual effort alone.

Of all the benefits which I derived from Weber College, I will always consider the most important to be my close association with Professor Merlon Stevenson, who was both my athletic coach and my professor of mathematics. It was largely through his patient guidance that I overcame many deficiencies, and it was he who directed my interest toward further study of the engineering profession. The encouragement which he gave me during those impressionable years has had a lasting effect upon my later endeavors and has given me incentive to strive always for greater goals.

I shall be grateful to Weber College for having provided me the opportunity to prepare for higher fields of learning during a critical period in my life. The additional assistance so freely given me by the instructors played an important part in bending the twig in the direction in which the tree of my personal and professional life has grown.

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EDITOR'S NOTE: Junior colleges have contributed a fair share to the leadership of this country. Mr. Ahlf's editorial is the second in a series of guest editorials

written by such leaders who received part of their scholastic preparation in junior colleges. Other guest editorials will appear in subsequent issues.

## CORRECTION

Table I in the article, "General Education — Its Importance During First Two Years of College," by Willard G. Warrington, John W. Kidd,

and Harold L. Dahnke was published inaccurately in the December issue of *Junior College Journal*. The Editor regrets the typographical error and publishes in this issue the corrected table.

TABLE I

General (G) and Special (S) Goals of Education as Ranked for Importance During the First Two Collegiate Years by Samples of Freshmen, Transfers, Sophomores, and Seniors at Michigan State

Ranked by Freshmen	Ranked by Transfers	Ranked by Sophomores	Ranked by Seniors	Goal Type	Goal
1	1	2	2	G	To learn to get along with people
2	2	3	3	G	To express one's thoughts effectively
3	3	1	1	G	To acquire and use the skills and habits involved in critical and constructive thinking
4	6	5	4.5	G	To develop knowledge and understanding making possible a more effective choice of one's life work
5	5	4	4.5	G	To attain a satisfactory emotional and social adjustment
6	4	7	8	G	To develop a code of behavior based on democratic and ethical principles
7	10	9	9	G	To understand one's physical and social environment
8	8	6	6	G	To develop a broad general outlook and familiarity with a variety of subjects
9	9	13	15	S	To acquire specific information and techniques in preparation for further study in a particular field
10	7	8	11	G	To maintain and improve one's own health
11	11.5	12	10	G	To move smoothly from high school to adult independence
12	11.5	11	7	G	To understand the ideas of others
13	13	10	12	S	To experience a realistic sampling of one's chosen vocation.
14	17	16	20	S	To master certain techniques applicable to one's vocation or field of special interest
15	16	17	19	S	To know the major developments in a vocational field or a field of special interest
16	14	14	14	G	To acquire knowledge and attitudes basic to a satisfying family life



TABLE I (Continued)

Ranked by Freshmen	Ranked by Transfers	Ranked by Sophomores	Ranked by Seniors	Goal Type	Goal
17	23	21	21	S	To develop the ability to do significant independent research
18	19	18	22	S	To bring up to date one's knowledge in a special field of interest or a vocational field
19	15	15	13	G	To understand other cultures and people
20	24	24	23	S	To master a classification of knowledge in a field
21	18	19	18	G	To recognize the fact of world interdependence
22	20	23	24	S	To develop certain manual skills
23	21	20	17	G	To apply habitually scientific thought to the discovery of facts
24	22	22	16	G	To understand and enjoy literature, art, and music
25	25	25	26	S	To become proficient in one's chosen field of work
26	26	26	25	S	To acquire a degree of expertness in a special field

Goals of education as ranked by samples of freshmen, transfers, sophomores, and seniors at Michigan State according to importance of achievement during the first two collegiate years. ("G" indicates goal considered to be especially characteristic of general education; "S" indicates goal more characteristic of special fields of education. Sophomore ratings reported in study referred to above.)

## Junior College Election Is Made – Not Born

JOHNS H. HARRINGTON

LAST SPRING the fate of seven junior colleges with a combined enrollment of 44,000 hung in the balance as the voters in the Los Angeles City School Districts prepared to go to the polls to pass upon \$133,000,000 in school bonds including \$14,000,000 for the junior colleges. Just three years before, in 1952, measures totaling \$146,000,000 had been put on the ballot, and only the junior college proposal had been turned down. Even though the issue had a healthy majority, it failed to receive the necessary two-thirds approval. In the face of past victories for elementary and high school bonds, the question of the \$14,000,000 proposal for junior colleges in 1955 meant much more than passage of the funds.

The real issue was that of junior college education. Dr. Howard A. Campion, associate superintendent for the division of extension and higher education in the Los Angeles City Schools, as well as Miss Edith M. Clark, assistant superintendent in charge of junior colleges, both affirmed that disposition of the proposal by the voters might easily determine the attitude of the community toward these institutions for the next 20 years. Two defeats in a row at the polls could put the citizens

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in a negative frame of mind whenever a junior college measure appeared on the ballot despite the incalculable service rendered by these schools to business and industry through effective training programs and to the community generally in many other ways.

The story of the school bonds, however, had a happy ending. On April 5 the junior colleges not only got their bonds but also received a record-breaking endorsement of the kind of education that they have provided since Los Angeles City College, first of the city's family of community colleges, opened its doors in 1929. While passage of the elementary and high school bonds was by an even greater margin, the fact that the favorable vote for the two-year institutions was more than five to one was one of the most remarkable events in their history.

As in national and world affairs, however, events in education seldom just "happen." Both civic leaders and educators agreed that taxpayers do not

vote to pay additional bills unless they know how the money is to be spent and are convinced that the investment will be of direct benefit in the future. This is particularly true in the case of junior colleges, inasmuch as their students obviously have far less personal appeal to the electorate than a grade school youngster in need of a classroom.

In the case of the junior college victory at the polls on April 5, observers can arrive at a variety of reasons for the vote. Any blueprint concocted, nevertheless, would have to include the following combination of major factors, and these indeed might furnish a guide for a constructive and continuous program in community relationships by any junior college district.

*Employer Survey.* In 1954 the results of a study endorsed by the Board of Education and undertaken by the Merchants and Manufacturers Association of Los Angeles disclosed that 71.2 per cent of employers felt that graduates were better prepared as a result of their junior college training, and more than 88.3 per cent indicated that the jobs of graduates were related to courses taken while in school. These figures and others, arrived at by an independent community business group, contributed immeasurably to an increasing confidence in what the junior colleges are doing.

*Stress on Classroom Facilities.* Another battle in the campaign for junior college education was won while the bond issue was still on the drawing boards. Extreme care was taken by

superintendents and other administrators, as well as by members of the Los Angeles City Board of Education, to insure that facilities requested in the junior college and other school bond measures would stand the severest and most unsympathetic scrutiny. For this reason, many items which might seem reasonable for junior college plants in other communities were eliminated from initial requests. This austere approach brought a stress on non-embroidered instructional facilities, a minimum of administrative space, and development of multi-purpose structures where possible.

*Educational Partnership.* A third vital factor in approval of the bonds was emphasis on presenting educational needs of the city schools on a "package" basis. There wasn't one appeal for votes for the elementary and high school bonds and a separate appeal for the junior colleges as there was in the ill-fated 1952 election. Instead, the public information center for the bonds maintained by the schools and the campaign organization developed through faculty and citizen contributions approached the voters on a basis of the needs for grades one through fourteen.

Such a policy meant that the 38,000 P.-T. A. women who took up the campaign gauntlet on behalf of education delivered literature from door-to-door in the 824 square miles of the Los Angeles School Districts. The message presented all three members of the educational partnership — elementary

schools, high schools, and junior colleges in those sections of the metropolitan area served by all three types of schools. Obviously, the value of this remarkable feat by the P.-T. A. was immeasurable to the future of every child and every young man and woman in the metropolitan area.

*Board of Education's Policy Statement.* Coming after the Merchants and Manufacturers Association study that was so favorable in its report on junior college graduates, the policy statement by the Los Angeles City Board of Education helped clarify to leading business and industrial groups that the 13th and 14th grades did not merely intend to duplicate the freshman and sophomore years of existing four-year colleges and universities. The accusation by certain groups that there was such a duplication, even though untrue, had created some confusion.

The policy statement, adopted by the Board on February 21, 1955, on the recommendation of Superintendent Claude L. Reeves, listed the following junior college objectives:

"a. Terminal-vocational education for those individuals who will be employed after training in the occupations of the community. . . .

"b. Transfer-certificate education for those who desire and need the first two years of a longer college program. . . .

"c. . . . For all students in either category, instruction in health, citizenship, U. S. history, basic economics, and the

fundamental tools of advanced learning will be included or available. . . ."

Despite their long familiarity to educators, these objectives, as well as much else concerning the nature of the junior college program and its students which was included in the Board of Education's policy statement, furnished to the community an official and complete picture of the responsibilities of the junior college and the attitude of the board toward this important investment of the taxpayer. Naturally, putting all the cards on the table helped the citizen's thinking concerning this type of education and at the same time provided an inoculation against misinformation and rumors.

*Survey on Vocational Emphasis.* Along with the policy statement regarding junior college objectives and the employer study which conclusively showed the effectiveness of vocational training, a survey to determine what proportion of junior college students engaged in occupational courses versus pre-professional fields contributed heavily in establishing to taxpayer groups that the junior college emphasis on vocational training was not only on paper but also in fact. In this investigation of course emphasis, it was found that an average of approximately 10 per cent of the students from a given entering class asked for transcripts for transfer to four-year colleges or universities at the end of the two-year programs of study. This helped point out, of course, that the remaining 90 per cent of an entering class either under-

took an occupation following junior college training or, in the case of women, became housewives.

*Community Relations Organization.* In school districts equal in size to the combined areas of New York, Chicago, Philadelphia, and New Orleans and with a population of more than 2,500,000 it isn't possible for the schools generally or the seven junior colleges in particular to convey the needs of students to the voters without a planned program of community relations. In order to fulfill this important responsibility to the community, the schools set up a bond information center to answer questions on educational needs and supply speakers to supplement the regular office of public information for the Los Angeles City Schools. In addition, the junior colleges established a district-wide community relations committee as well as other groups of this type at each two-year institution. Citizens' advisory groups for the respective junior colleges, P.-T.A.'s, faculties and many others also helped convey essential information on school needs and programs to the electorate. For the purposes of the school bond election, one of the most vital groups was the city-wide Citizens' School Bond Committee, headed by George M. Eason, president of the Los Angeles Standard Federal Savings and Loan Association.

Obviously, the coordinated effort of these many community relations agencies within and without the school system were of critical importance in

helping gain the passage of the school bond measures, which included the \$14,000,000 proposal for the junior colleges so vital to the issue of this type of education itself.

As the Los Angeles City Schools and their seven junior colleges look to the future, every effort is being made to keep open channels of communication to the community. In no other way can the citizen always know what is going on in the schools; and in no other way can students benefit from the interest and constructive guidance of the community. The junior colleges must not forget in this regard that community support isn't "born" but is the product of a long-range community relations plan which must go forward with the educational program.

Only through community cooperation and participation can the junior colleges meet the spiraling enrollments which have already engulfed the elementary schools and high schools. A conservative estimate by John F. McGinnis, director of the Educational Housing Section for the Los Angeles City Schools, is that junior college enrollment in Los Angeles will jump at least 68 per cent by 1960. Furthermore, about 40 per cent of the pupils now in the third and fourth grades will be in the Los Angeles junior colleges within the next ten years. With community backing, the junior colleges can assist the rising tide of 13th and 14th grade students in fulfilling their responsibilities as citizens to the community and nation.



## Evaluation Practices and Concern for The Individual in General Education

PAUL L. DRESSEL

DURING THE period of activity of the Cooperative Study of Evaluation in General Education, a survey was made of the use of tests and other evaluation devices in the general education courses offered by the cooperating colleges. Some institutions found it impossible to respond in any way to the request because their loosely coordinated general education courses permitted so much freedom to the instructors that the only answer would be a compilation of the individual and highly variable practices of all instructors. In several cases doubts were expressed by the person responding to the request both as to willingness of instructors to reveal their practices and as to the value of what would thereby be revealed. In most such cases, so ran the reports, the evaluation activity was comprehended in two or three tests for grading, with the number and type of tests decided by the individual teacher. Even for those 53 courses in 13 colleges which provided a formal summary, several reported only such prosaic and minimal practices as use of teacher-made tests and the requirement of theme writing in a communication skills course. Table I offers a

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Author of numerous books and articles on general education, PAUL L. DRESSEL is Professor and Head of the Board of Examiners of Michigan State University, East Lansing, Michigan.

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brief summary of instruments or techniques broken down by subject area and by source—whether locally prepared or purchased. The nearly universal term-end and mid-term examinations have not been included in this table, but more broadly conceived achievement examinations or placement tests have been tabulated.

The most striking feature in Table I is the large number of instruments reported in use in the human relations area in contrast to those courses adhering more closely to traditional subject matter areas. The human relations courses here included differed considerably in organization and materials but had in common a concern with the personal and social adjustment of the individual student. Such titles as *Effective Living*, *Marriage and the Family*, and *Vocational Orientation* suggest the nature of these courses. For the 13 courses reporting in this area, 30 different locally prepared evaluation instruments were reported. In addition,

56 commercially available tests were used. A large number of this latter group were tests of the vocational planning or guidance type used in connection with those sections of the course which deal with the problem of selecting a vocation. Personal adjustment or personality inventories were also commonly used in connection with the sections of the courses devoted to personality development. Seven instruments were reported as developed through local initiative for use in course or teacher evaluation. Ten instruments had been locally developed for assessment of attitudes, opinions, or citizenship characteristics. Quite commonly these locally developed instruments were used more for instructional or motivational purposes than for formal evaluation of student status. Although the instructors were concerned with knowing the students' characteristics and with evaluating the effects of the course on students, they were equally concerned that students attain a greater degree of self-insight and an awareness of the way in which they were similar to or different from other individuals in respect to personality characteristics.

In contrast with the human relations area, only three locally developed evaluation forms aimed at self-evaluation, course, or teacher evaluation were reported from communication courses. The use of three commercial instruments dealing with attitudes or adjustment were also reported. Otherwise,

the items reported were the customary use of speech and theme rating scales.

TABLE I

*The Use of Evaluation Instruments in 53 General Education Courses in 13 Colleges*

Course Area	No. of Courses Reporting	No. of Instruments Reported in Use		Total
		Locally Prepared	Commercial	
Human Relations	13	30	52	82
Communications	10	7	21	28
Humanities	12	5	8	13
Science	10	3	7	10
Social Science	8	8	8	16
All	53	53	96	149

The report from the humanities courses showed that one institution was using a number of devices locally prepared to determine elements of student development beyond knowledge of subject matter. These included a self evaluation form, a reader's diary, a reading record, and an inventory of reading interests. Only two cases of an attempt to obtain student evaluations of the teacher of the course were reported. Of the social science courses, only one reported anything other than content achievement oriented testing. This exception was an attempt to learn the background of students by the use of inventories of attitudes and beliefs. Only routine items were reported from the science area.

Recognizing the limitations of a survey based on only 13 colleges and 53 courses, it would be unsafe to state dogmatically any general conclusions

about the evaluation practices of general education courses. Such practices can change rapidly, and there is evidence that a marked increase in the use of evaluation devices occurred in some courses during the latter part of the Cooperative Study of Evaluation in General Education. However, informal contact and some observation led the writer to suspect that the practices reported are representative and possibly even above the average of those to be found in general education programs and in the various general education course areas. Some speculation as to the significance of the findings is therefore appropriate.

The extensive use of a variety of evaluation devices does not necessarily reflect credit on a teacher. Certainly there are a few individuals who became so obsessed for a time with tests, inventories, questionnaires, and the like, as to become a nuisance to students and a liability to the profession. On the other hand, the teacher who uses no such devices may well be exhibiting by this omission a lack of concern about the kind of students enrolled in his course or what they get out of it. Truly humane teachers working with small groups of students can and do know their students as well as, and probably better than, they could know them through systematic formal evaluation evidence. In practice, general education classes and teacher loads are not such as to permit close teacher-student contact except for a small minority of students and these are likely

to be quite atypical of the total class. In practice, then, the variety of evaluation evidence collected in a course and used with and for students is indicative of the extent to which that course and instructors involved are concerned with students as individuals and with objectives of behavioral nature transcending knowledge of factual material. Starting from this point of view, the findings of the survey can be related in a rational way to other characteristics of general education.

Human relations courses have neither a traditional body of knowledge nor a stereotyped approach which stifles originality. The instructors of such courses are primarily concerned with how and why human beings behave as they do and they are further concerned with the development of a personalized approach whereby the individual may see himself more clearly and then undertake to modify his behavior in the light of that self-understanding. This is clearly the reason why these courses have found it necessary to use a multiplicity of evaluation materials, for the process of developing the instruments is almost a necessary step in defining the kinds of changes desired.

Instructors of communications courses in general education are greatly, even primarily, concerned with the outcomes of reading, writing, speaking, and—quite commonly now—listening. Since these activities involve, to a marked extent, the total personality of the individual, it is not

surprising that a number of communications courses have found it necessary to broaden their evaluation to include more than the usual testing for assigning a grade.

The instructors of humanities, science, and social science courses face the difficult task of selecting from the vast cultural heritage of the respective areas that which the generally educated individual should know. The complexity of this task tends to place emphasis on the material to be covered and not on what the student brings to or takes away from the contact. Accordingly, there appears to be no need nor time for devices which reveal something of the student's background and thinking. Indeed, the sheer volume of the material covered in these courses often allows little or no time for students to form their own conclusions. The implicit assumption in such mode of operation is that if one knows enough he will put the knowledge to use. The composite effect is that evaluation is reduced to testing of knowledge of the material covered.

One unfortunate result of the differences existing between human relations and communications courses on one hand and science, social science, and the humanities on the other is that the former often become the objects of derisive remarks by students and even by a minority of the faculty of the latter group of courses. The attitude of the students is understandable, for learning a prescribed set of facts is a more tangible task than the learning of

communication or social skills or the development of new attitudes and values. Then, too, students are accustomed to textbook emphasis and find it difficult to adjust to a course in which their own needs become the focus of attention. The critical attitude of some science, humanities, and, perhaps less commonly, of social science faculty members toward courses which are concerned with the student as a living human being is less comprehensible and hardly consistent with the view that optimum development of the individual in a democratic society is the major aim of general education.

Every general education teacher can profitably examine both his attitude toward the following three questions and the kind of answers he can give to them, not just for a few students with whom close contact has developed, but with respect to all students in a particular course.

1. What do my students really think of me as a teacher in comparison with the other teachers?
2. How many of my students have seen and profited from a relationship between ideas or principles developed in the course and problems arising in other courses or in their daily living?
3. How many of my students have significantly modified their attitudes or values as a partial result of contact with me and with my course?

Would it be too harsh to suggest that that teacher who has no concern about the questions or the answers does not belong in a general education course? Certainly that teacher who, without

having indulged in overt evaluation, can accurately answer these questions by personal knowledge of his students is worthy of respect and congratulations. That teacher who is concerned, but must admit his inability to answer the questions—the category embracing most of us—may well examine his evaluation practices. Through a

broader program of evaluation he may find better approximations to the answers and learn by the experience that evaluation done *with*, rather than *to*, students can restore to general education something of the concern for the individual often claimed but seldom exhibited.



# The Aesthetic Approach to Reading

HELEN LAWRENCE MATHEWS

For instructors who want to develop critical perception and careful, intelligent reading in their students, there is nothing as dynamic as the aesthetic approach. It is newer in perspective and broader in its scope than traditional approaches and gives the instructor an opportunity to map out the most practical route through a given literary region and to estimate the hazards and the excess cost of choosing some other route. As one student, a veteran remarked, "It was like a pleasant shot in the arm to realize that there was something of the scientific in reading." The application of aesthetic theory to reading can best be shown by brief excerpts from three actual class experiences.

The class had come to that sentence in Thoreau's essay on sounds: "All the Indian huckleberry hills are stripped; all the cranberry meadows are raked into the city." Not to a single student did the Indian huckleberry hills or the cranberry meadows convey any direct associative meaning. They sensed to some degree, however, the analogy to the machine age and its vast implications. It was evident that the background in this instance must be supplied so that the students could get

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derived values that they would not get otherwise. (Whatever images there are that are swept along in the stream of consciousness and which help to intensify the aesthetic experience are of a derived nature. Derived aesthetic values, as such, do not stand apart. They do not claim attention *just as associations*, but because of past associations one has a broader perceptual grasp than would have been possible if it were not for them.) This law has to be explained carefully and fully to the students with examples to illustrate it, for, if they do not understand it, they will miss the point entirely. Therefore, by recreating the period in which Thoreau lived and explaining the circumstances, the intellectual block was removed and their appreciation greatly enhanced.

At this point one of the students asked this question: "Do you mean to imply that, on reading this sentence, just because one hasn't actually seen a cranberry meadow he couldn't have an aesthetic experience equal in intensity to one who had?"

(Instructor) Have you ever seen an angel?

(Student) No, of course not, but I've seen pictures of angels.

(Instructor) Have you ever seen a picture of a cranberry meadow?

(Student) Yes, once, in a *National Geographic*.

(Instructor) Then you do have a perceptual image of a cranberry meadow as well as of an angel. In fact, what is actual and what is perceptually imagined never exist as separate entities in the concrete experience. There is a difference, however, in the degree of the intensity. One who has lived in that part of the country and has participated in both huckleberry and cranberry picking would receive the full impact of the allusions even to the significance of the verb "raked."

(Student) When I say that I enjoyed Eileen Power's *Marco Polo*, did I have an aesthetic experience in which there were derived aesthetic values?

(Instructor) Yes, in all probability. Did you like it better than George Lyman Kittridge's *The Yankee School*?

(Student) Yes. It reminded me of the time I was in the Coast Guard.

(Instructor) Your experiences in the Coast Guard undoubtedly cast a pleasant penumbra about your reading of *Marco Polo* that could be called derived values. But, you understand, that doesn't lessen the value of *The Yankee School* as a research paper. It means only that you didn't appreciate its value and, therefore, its value is potential as far as you are concerned.

The class then came to Eudora Welty's article on *The Reading and Writing of Short Stories*. In this article the author states, "Many stories have plots in common which is of no more account than the fact that many people have blue eyes. Plots are what we see with. What's seen is what we're interested in."

(Student) Why is that so?

(Instructor) The plots are not the sole value. Or I might put it this way. The plot is not the beauty but one of the objective factors in the story in which beauty is experienced.

(Student) What is the reason?

(Instructor) The reason is that value is a property attributed to the plot and is not dependent upon being appreciated. When this possibility is unrealized, the value is potential; when it is realized the value is actual.

In the same article Miss Welty continues: "What can be made so beautifully to reveal character . . . it is a subtle satisfaction . . . that comes from where? Probably it comes from a deep-seated perception we all carry in us of the beauty of organization . . . of that less strictly definable thing, of form. Where does form come from . . . how do you get it? My guess is that form is evolved."

(Student) Does it have to be guesswork?

(Instructor) I am sure that Miss Welty isn't guessing. However, from an aesthetic viewpoint, it is physiological. Order is not just for the sake of efficiency. We like it that way, just

as we like to see soldiers marching in orderly columns. It answers a basic aesthetic demand, namely, order.

(Student) Has form anything to do with the way the parts are put together?

(Instructor) *Form, per se*, means the way the parts are put together, but aesthetic form means what is perceived when there is an aesthetic experience. The recognition, consciously or unconsciously, comes from the organization of the perceptual materials such as the article mentions—it is the work, its manifestations in addition to the characters, the plot, the sensory impressions according to those structural relations which are sensed in immediate apprehension.

(Student) Could you give us another example?

(Instructor) Mathematics offers some of the best examples to stress the importance of order.

(Student) You mean the Formula we had in the seventh grade?

(Instructor) Yes, and the game of numbers that you played in the first grade when the teacher flashed cards similar to oversized dominoes and you told the correct number of dots. Do you remember how easy some of the combinations were to grasp and how difficult were others, especially those that were made up of dissimilar designs and were unequally spaced?

(Student) I suppose it is true in algebra, too.

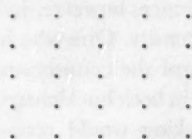
(Instructor) Yes, indeed. Algebra, geometry, and trigonometry. In ge-

ometry, geometrical figures are not necessary to the proof of the problem. They do, however, reinforce the intellectual understanding through aesthetic apprehension. Tell me how many dots there are in this figure?



(Student) It's impossible to tell without counting them.

(Instructor) That's right. Then how many dots are there in this figure?



(Student) Oh yes! I see what you mean when you say that perceptual grasp is immediate.

(Instructor) Intellectual grasp is subject to delay while aesthetic apprehension is intuitive and spontaneous. When we grasp it perceptually, we have secured unity in the object. It is the wholeness of perceptual grasp which results in that "subtle satisfaction." The result of this wholeness comes to more than its mathematical total.

(Student) Would you explain that further?

(Instructor) In the aesthetic attitude one is not attending to the parts, for the parts do not exist separately. We apprehend the total effect. We grasp the unity which may, by reason of another mental attitude and action,

be analyzed into separate parts. The unity is the grasp.

(Student) Where would you say that beauty comes from in the short story?

(Instructor) It comes from the satisfaction felt for the manner in which the story is told, and for the story itself. The manner of expression involves the degree of completeness and successful expression of the material, formal, and expressive values. The matter expressed has to do with the aesthetic "phase" of the individual story and contemporary thought. That phase is an all important element in the art and life of a democracy—far more vital to democratic growth than is the development of a narrow standard by which to acclaim greatness, for greatness in one age may be relegated to obscurity in another. We identify

beauty with the story, and pleasure with the individual perceiving it. Pleasure, then, is the yardstick in the evaluation of beauty. What happens when we read a beautiful story? All the factors that have entered into the process of appreciation have been set in motion, and the intricate structure of this process together with its relation to the story are the phases through which the aesthetic experience passes on its way to fulfillment.

An attempt has been made to show that the aesthetic approach takes a student beyond the appreciative stage. He becomes a critic, and his criticism, as evaluative, is intellectual. He not only sees values but can point them out. He becomes an interpreter and appraiser of the intrinsic values inherent in what he reads.

## Relations of the Junior Colleges and the University of California\*

HERMAN A. SPINDT

IN THE Gospel of St. Mark, the comment is made that the Master taught "not as a scribe, but as one having authority." I realize fully you expected one who could speak with authority on behalf of the University and not as a scribe, but I must confess that I come to you primarily as a scribe. In that character I wish to give you something of a history of the relations of the University of California and the public junior colleges of the state, in the belief that such a history will bring us inevitably to the fact of the complementary and "partnership" relationship which now exists and must increasingly exist between these two segments of the public school system. I am led to this approach partly by the belief that if you would understand a social institution you must know its history, and partly by the fact that many of you have only a comparatively recent association with the junior colleges.

The law permitting the establishment of the department type of junior college with curriculum limited to courses parallel to the University of

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California lower division courses was passed in 1907 by the California legislature. The first district to use the new law was Fresno in 1910, but the first permanent junior colleges were at Fullerton and Bakersfield in 1913. The problem of transfer to the University was immediate. The Board of Admissions early established a policy of giving full credit to transfers who were eligible for admission† at the time of high school graduation, although technically all advanced standing was provisional. Applicants not eligible for admission at the time of high school graduation were given individual consideration unless they transferred with 64 units of advanced standing, in which case they were treated like ap-

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\* A speech presented at the Junior College Conference in Yosemite, California.

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† Admission from California high schools was based on a principal's recommendation of the acceptance of courses satisfactorily completed by the student and was similar to our present plan of admission only in the subjects required.



plicants eligible for admission at the time of high school graduation.

What may be called the first official statement in regard to the junior college appeared in 1915 in the *Junior College Circular*. Extensive space is given to a statement by Dean Alexis F. Lange of the University's Department of Education—I include here two excerpts:

"Since 1892 the University has been gradually reshaping itself around two organizing ideas. One was and is that for theoretical and practical considerations alike, the University proper should begin in the middle of the inherited four-year college scheme; the second was and is that the work of the first two years is as a matter of history and fact all of a piece with secondary education. . . .

"It is of course an inevitable phase of development that as yet not one of the junior colleges has fully found itself. But even now the uncertainty that exists relates rather to matters of organization and method than to fundamental conception and aim. It is coming to be generally understood that the junior college cannot serve its complete purpose if it makes preparation for the University its primary object. For the great majority of junior college students, courses of instruction and training are to be of a piece with what has preceded; they are to be culminal rather than basal. The junior college will function adequately only if its first concern is with those who will go no further, if it meets local needs efficiently, if it turns many away from the University into vocations for which training has not hitherto been afforded by our school system. Hence it will be of necessity as nearly autonomous as its place in the public school system of the state permits; and its structure will nor-

mally exhibit two types of departments—(a) departments designed to promote general social efficiency, (b) departments designed to furnish complete training for specific—or vocational efficiency."

Other excerpts from the *Circular* indicate the directions of thought and policy:

"In the interest of high standards it is well that only junior college students that can, on entering, satisfy university requirements, earn University credit. Yet here again exceptions can be made with safety. It is quite possible that an occasional student may finish the high school course with scholarship records which would not warrant admission to the freshman class of the University, yet may, in the junior college, by faithful and consistent study, prove himself ready for advanced work. There is no reason why such a student should not be recommended for admission to the upper division of the University. In making a recommendation of this sort the junior college may render an important service to the type of mind that wakes relatively late to the importance of study, pursuing it then with greater seriousness and vigor. Yet the junior college will manifestly have to proceed with caution; it cannot afford to lower its standards." . . .

"The main concern of the junior college will always be with students who complete in it their education. Doubtless the number of those who go on to a University will always be relatively small, as will, similarly, the number of junior college graduates in the upper division of the University. Neither institution should lay too much stress on mutual relation as a factor in determining educational policy; each should be willing to make such necessary adjustments as may be possible. So far as general preparation is con-

cerned, junior college students have already given evidence of being well equipped to continue their studies in the upper division of the University of California. The average of their grades has been slightly higher than the general University average. They have not, however, always been prepared for precisely the work which they have desired to undertake; in such cases a certain loss of time is inevitable. Instructors in the University have the right, and are indeed under obligation, to refuse to allow any student to enter upon work for which he is not competent, to attempt to erect a superstructure on a foundation incapable of supporting it. It should not be necessary to explain that this principle exists for the protection not so much of the University, or of any University department, as for the protection of the student himself.

"The policy of the University of California with reference to students entering from junior colleges is formulated by the Recorder of the Faculties as follows: "It is the University's policy to give a year's credit for a year's work on the basis of credentials from other colleges, including junior colleges. Wherever there is evidence that the institution is doing a full year of work beyond the high school, the University will endeavor to give 32 units (slightly more in the engineering colleges) and to distribute these 32 units in a way that will equitably meet requirements for the Junior Certificate and Bachelor's Degree."

In 1917 the Legislature passed an amendment to the Junior College Law in which are embodied some of the recommendations of Dean Lange, in that the junior college was given authority to establish courses of a mechanical, industrial, home economics,

agricultural or civic nature. Minutes of the Board of Admissions reflect a trend toward the policy of "affiliation" which characterized University policy in the years 1921-26. Under this policy the University invited the junior colleges to become what might almost be described as lower division extensions of the University itself insofar as academic courses were concerned. Previously, there had been no guarantee of advanced standing credit to transfers from any college; that is, all transfer credit was provisional and individual, but now, provided certain conditions were met, the transfer from an affiliated junior college would be assured not only of receiving credit, but would also be assured of the amount of credit. The conditions that had to be met, however, were such that only eight of the junior colleges accepted affiliation. Students admitted to the transfer program had to be eligible for admission to the University; selection of the faculty was subject to the approval of the President of the University; a course, in order to be preaccredited and the student thereby guaranteed credit, had to be inspected by a University representative of that specific department; teacher load was limited. One of the interesting details of the affiliation agreement was that applicants from affiliated junior colleges were eligible for admission even though their scholarship might be well below a "C" average.

A report by the University Examiner on transfers admitted in the fall semes-

ter of 1923 shows no appreciable difference between affiliated and non-affiliated colleges. A similar report for the three-year period 1926-28 is equally inconclusive. You will be interested in the last line of the report of the University Examiner in July, 1923, although it was not made in connection with the matter of affiliated and non-affiliated colleges, but rather in relation to the difficulty of predicting what a student would do in the University: "The eager student from the unknown college often turns out to be 'solid pack' while the drifters from the established institutions are discovered to be 'puree with trimmings'."

It is not strange that the affiliated junior colleges found the conditions unduly restrictive, and the University found the amount of visiting required an impossible load. Formal affiliation, started in 1923, was dissolved by mutual consent in June, 1926.

The problem involved in eventually admitting the applicant ineligible at the time of high school graduation continued to present difficulties. Then in 1932 the following plan was proposed and approved by the Board of Admission; note that it is the basis of our present plan of transfer and remember also that in 1931 admission from high school became a University matter handled by a Director of Admissions instead of being based on a high school principal's recommendation.

"Admit via the junior college route only those students who:

1. Upon graduation from high school qualified for admission to the University. Admit these as formerly at the end of any semester of college work, but require them to have at least a *C average*.
2. Upon graduation from high school did not qualify for admission to the University, but who make up all admission requirements and complete in a junior college *not less than 70 units of acceptable work for advanced standing with at least a C average*.
3. Upon graduation from high school did not qualify for admission to the University, but who make up all admission requirements and complete in a junior college *15 units of acceptable work for advanced standing to the college of the University which they desire to enter and who maintain at least a 1.5 grade point average*."

The next step was the sliding scale approach, authorized in the following form in 1936:

15-29 units	1.5 GPA
30-39 units	1.3 GPA
40-59 units	1.2 GPA
60 or more units	1.0 GPA

The present regulation reads: (May, 1947)

15-29 units	1.5 GPA
30 or more units	1.3 GPA
Full junior standing	1.0 GPA

In 1930 two important developments were outlined in an address by the University's President Sproul to the

National Association of Junior Colleges.

"We are calling to our faculty one of the leaders in the junior college field in California to teach what is known about junior colleges, to discover what should be their organization, their functions, their purposes, and their future, and to promote between them and the University a sympathetic understanding and cooperative attitude that, I hope, may change the whole complexion of our relationships. To aid him in that work we propose to appoint a committee on junior colleges, similar to our committee on affiliation with the high schools, where in the give and take of friendly discussion the inevitable problems of opposing interests may be harmonized, adjusted and worked out. . . . The challenge of the next decade is an opportunity for all of us, an opportunity for the junior college to place a premium upon initiative and variation rather than upon conformity, a challenge to the University to make an examination of the first two years of its course in order that the most may be made of them. It will not be sufficient for either of us to follow the old lines, even if they are better than some of us think they are."

Previous to 1931, problems of university-junior college relationships were discussed in the High School Affiliation Committee. As outlined in President Sproul's address, there was organized in 1931 the Junior College Conference Committee, which has met semi-annually since that time. Before the Conference Committee has come a host of problems, some of large import, some of detail, all with the possibility of irritation and misunderstanding—tests

of the cooperative spirit. Most of what I will say in the remainder of this presentation will deal with the history and present status of matters that have been discussed within the Conference Committee.

I. Limitation of Transfer Credit to Lower Division and Nonprofessional Courses. The problems here are not so much of principle as of definition and application. First the line between upper division and lower division is not clear cut, nor is the definition of a "professional course." University policy as to educational principles involved is reasonably clear, namely, that as a basis for specialization in either advanced academic work or in a professional school, there should be a two-year liberal arts or general education program, defined in detail in requirements for junior standing. Courses of a vocational or professional nature taken in lower division years inevitably detract from the quantity of liberal arts study. Offered at the lower level of student maturity and training, such courses cannot be considered equivalent to courses with the same title offered a year or two years later. Procedures have been established by which a college may ask to have the transfer status of a particular course determined as to its use for admission, its use to meet



a requirement for junior standing, and its use to meet a prerequisite requirement for the major.

II. The American Institutions and History Requirement. The specific courses to meet this requirement vary on the University of California campuses. However, on all campuses we accept the statement of the junior college that the state requirement has been met.

III. Reciprocity at the Junior Level. The completion of course requirements for junior standing on one campus of the University automatically qualifies the student for junior standing on other campuses.

IV. Limitation of Credit. Present limitations are of two types—limitation of transfer credit to 18 units per semester, 70 units altogether, and limitation of credit in particular fields such as physical education. Credit by examination may not exceed one-fifth the total of credits transferred.

V. Numbering of Courses. Is there any easy way to identify transfer and non-transfer courses? A statewide committee of 1936 thought there was, but in actual practice ran into two snags—the comparative social and educational standing of transfer

and non-transfer courses, with unhappy results on counseling, and the great variety of credit acceptance policies on the part of four-year colleges. The University policy, "We will accept as transfer what you say is transfer," is partially endangered by the growing junior college policy of indiscriminate numbering. However, the policy is more important than any system of numbering, and we hope to be able to work out the difficulties that may appear, whatever system of course identification may be accepted.

VI. Evening and Off - Campus Courses. It is an old policy of the University that the time of the day a course is offered is not a satisfactory basis for judgment as to its quality. However, we have said also that the day junior college should accept responsibility for evening or extension courses because the function of an evening junior college is so much of the vocational and non-credit type that it can hardly be expected to assume responsibility for an extensive transfer program. Therefore, the University will accept from evening and off-campus courses what the day junior college indicates we should accept.

VII. Subject A. The Subject A Committee approved a number of



junior college and other college courses with at least "C" grades as a satisfactory basis for exemption from the Subject A examination. Like so many things connected with the ability—or the inability—of college students to write well, the policy has not worked perfectly. Such information as we have indicates, however, that the policy has worked as well as has the requirement of the Subject A course—but our information is admittedly incomplete and tentative. All levels of schooling need to work at the problems of communication—reading, writing, listening, and speaking.

- VIII. Credit for College Work Taken Before High School Graduation. This problem has been given continuous consideration since the junior college was established, and until 1941 the decisions were always adverse. Like so many other times in his years of service to education in California, Merton E. Hill came up with the answer that now obtains—the applicant may receive credit for college courses taken in the 12th grade, if he at the same time completes the requirements for admission and and for graduation from high school. Hiram Edwards later suggested, and the Board of Admissions approved, that such

credit might be given if the applicant established eligibility for admission after his graduation from high school.

We have kept the Board of Admissions and Relations with Schools informed of the plans of other universities and colleges for granting advanced standing credit for work undertaken previous to high school graduation; I refer here to experiments of the Ford Foundation, and other plans for acceleration.

In foreign relations of our country, there is frequent reference to the "most favored nation," namely, that the United States is to receive not less than the rights accorded to the "most favored nation." I can think of no right in the matter of transfer of credits and in admission to the University of California that is granted to any college that is not granted in equal measure to the public junior colleges of California. We have some unsolved problems, such as were outlined in my report to the Junior College Conference Committee on October 8, 1954. Through study and discussion we hope to find the correct answers. The various liaison committees give promise of better understanding of mutual problems—we hope you will understand our problems, and certainly the liaison committees will help us to understand yours.

University authorities need to remember that the junior college is a college for all of the people, and therefore lower division university work is

only one of several responsibilities. The University wishes to be of such assistance as it can in the performance of all of your functions. Were I asked to describe in a word how the University regards the public junior colleges of the state, I would say that you are now and will become even more so, the typical California institution for 13th and 14th grade schooling that leads to advanced work in the type of education that has been assigned to the University.

I should like to close my remarks with quotations from two of our Presidents. The first is from an address to Alumni of the University by President Sproul in 1950, quoted to junior college administrators in the 1952 Conference in Berkeley. Some of the figures given are not correct for the present years, but I have selected this quotation for the attitude expressed:

"There are over 50 junior colleges in our state today, and many of these are very good institutions. As a consequence, the number of students transferring to the University from junior colleges is now equal to the number coming directly from high school, and the number of junior college transfers is continuing to increase. Some of you view this evolutionary process with alarm, fearing that the junior college is a poor substitute for the freshman and sophomore years of the University. But the evidence does not support this conclusion. On the contrary, the University's own statistics prove that students of comparable intellectual quality transferring from junior colleges do as well as the students entering the junior year from the University's own lower division. Therefore, I am deeply interested in the development of

the junior colleges, and Alumni can do real service for their Alma Mater by fostering public recognition in their communities of the significant contributions these colleges are making."

The second quotation has nothing directly to do with the junior college but it has a great deal to do with what may be called "vertical integration" of our school system. It is a part of an address by President Benjamin Ide Wheeler to the California Teachers' Association in 1905, at a time when relations between the high schools and the University were a bit strained because of differences over entrance requirements:

... "And yet in spite of all this there is one principle that gives unity to the mass, one thread that tracks the labyrinth. All education deals with growing organisms and seeks to provide their growth with healthy food, so that they may be strong to resist disease and unfold their highest measure of effectiveness for good in human society. This is what the kindergarten is doing; this is what the University is busy about. There is no difference in substance between the work of the grades, the high schools, the trade schools, the university. It is their subject material that unifies them, their subject material of human lives. The difference between them lies again not in the things they teach but in the different degrees of maturity represented by the pupils they deal with. Have we sometimes forgotten this? Have we heard of promotion from grade to grade, or assignment of new-come pupils to classes being determined according to pages of textbooks covered? ... But grading is solely a matter of maturity, of capacity to do in the future not of acquisition in

the past—if it be true that education is the guiding of growth. Many a pupil has lost his life-fibre and afterwards drowned himself in a puddle of laziness from being graded down to his formal learning. Many a grade has been swamped with poor material of pupils who have covered ground but have not grown to new tasks. Teachers often worry because pupils have forgotten what they learned the term before, instead of drawing encouragement from observation of their gathered strength to learn new things, which they shall again soon forget. What a good thing it would be if our teachers could swap a piece of their conscientiousness for a big chunk of faith!

"And now again—have you ever heard of college faculties insisting that certain subjects and certain definite portions or apparitions of them should be learned before a student could be enrolled to enjoy the stimulus of a college course? I am sure that most of this is delusion and some of it approximately a fraud. What we must be looking for in a college is the presence of students who are able to do the work, and a solicitude as to what particular studies or pages of books gave them that ability represents scarcely more than an antiquarian zeal. It must be admitted that there are courses of study in the university which unrelentingly demand certain prerequisite studies; thus, it is impossible to proceed with engineering work without

solid foundation in mathematics; but with all such apparent exceptions it remains that the all-important preparation for college courses inheres in the acquired capacity to understand and to work, and in the maturer intellectual and moral grasp derived from the rigorous pursuit of a well-ordered high school course. A study is an advanced study, whatever its name or however near the beginning of the book, when it is pursued by an advanced mind. . . . The practical convenience of the organization of instruction and the practical necessities of articulations between the available courses of instruction in the grades, the high school, and the colleges will always demand attention, but I am convinced that they have in the past occupied too much the foreground, and that the future arrangement of preparation and prerequisites will pay much more heed to the real thing, the substantial intellectual maturity of the pupil himself.

"So then we can after all face again the impudent query that sprang up in our way: 'What is it all about' by telling what it is all *for*. And this is our answer: the grades and the high schools and the trade schools and the normal schools and the universities and all their attendant mechanisms are for their pupils, and nothing else. And we think it well to affirm this at least once a year, lest we forget. . . ."

# Trends in Junior Colleges During the Past Decade

EARLE S. WALLACE

IN 1935 the writer was a teacher member of a Parent-Teacher Association and frequently had to listen to sharp criticism of the public school system in such statements as:

Why doesn't the school teach more respect for work for work's sake?

Why does the system want to sugar-coat this job of getting an education?

Why can't the school give more practical and useful education?

Can my son get a job when he finishes school?

Later, when in administrative work as president of a small junior college in New England, he had a chance to do something about these questions. The resultant curriculum of this young junior college included "work experience" for every student enrolling. There were protests and groans from the students, but the parents looked upon the idea with favor. The old college preparatory school was revitalized as a junior college.

Then, in 1945 there came an opportunity to visit other junior colleges and see how they handled their problems. The gasoline rationing was over, so automobile travel was again possible.

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EARLE S. WALLACE, who now resides in Capistrano Beach, California, founded Dean Junior College, Franklin, Massachusetts, and was its first president.

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A route extending from New England to California was selected—a route that would allow a visit to 100 institutions on the way. In six weeks' time and 4,500 miles of travel the writer enjoyed an education equal to, and possibly more valuable than, any previous graduate course he had attended. On this trip the writer had work experience at the top of the list, a subject about which he wanted to learn all there was to know.

In late 1954 and early 1955, after an interval of ten years, the writer made another visit to the same institutions to study any changes that had occurred. It is usual to think of changes in education as slow, as lagging behind the times by a generation. In considering the educational situation, often one thinks of faculties as conservative, remote from life and its problems; equipment dusty, outmoded; and methods behind the times. Frequently adults and youth are at odds over school and its problems. Adults urge children "to do their homework," to "get good marks,"

while students are eager for the bell, anxious to get off somewhere else, and hate school, oftentimes. But the junior college wipes out all these conceptions. In an amazing and phenomenal way the junior colleges have captured the fancy and met the needs of whole cities—so that the college and the town think as one—a great cooperative, working entity never before seen in the educational field since the time of Pericles in Greece. This great, surging force may well be the answer to “teen-age” trouble, the “divorce court problem,” the “drug problem,” as well as the awakening of interest in community affairs and cooperative work for an ideal. Here, in one college, using the town and its resources, and contributing to them, are the young and the old, the college graduate and the individual who may never otherwise have had the chance or interest to go to college.

During the past ten years junior colleges in some states have become stronger institutions, while in others they have remained as they were—or are less strong. What are the reasons for this variation? This study of the two visits to 100 junior colleges may answer some of the questions.

Ten years ago many educators looked at the new idea of the junior college with mixed feelings. To some it was a new name for the finishing school—and meant the idling away of time for the lazy and leisurely, with a smattering of liberal arts, psychology, a little typing, a course or so in art or

music, maybe dramatics. Some looked upon the idea as a new name for the education of the less intelligent, or poorly prepared students, incapable of or ineligible for the senior college. Faculties were disdainful of it. A school that added two years for a junior college had an uphill task to educate the faculty to accept the idea. Many parents and educators felt the new venture was a tactful way of helping young people “catch up” on work failed or not taken so that a boy or girl could eventually enter college prepared for the work. With these ideas of the junior college firmly fixed in their minds, educators openly scoffed at such suggestions as “on-the-job training” in connection with distributive education and medical secretarial training. Strange, too, that this attitude prevailed, for practice teaching had been widely accepted for a long time; conferences of teachers, supervisors, and student-teacher discussion of problems were taken for granted. On-the-job training, with conferences of employers, employees, supervisors, perhaps labor union representatives, seemed infeasible.

The dreams of far-seeing educators that a community college could contribute to a community were described by many as “far fetched” and a “far cry from education.” Yet in many cities and towns in the United States the junior college has become exactly that—the college of the town.

Ten years ago little effort was made to show how the new venture met an



educational need; how students might help town doctors or dentists in their offices, work in tearooms, in hospitals, do practice work in dietetics, and other phases of home economics. Students in liberal arts courses often voiced their superiority to those in the vocational groups. Educators were fearful the liberal arts curriculum would suffer, were dissatisfied with the suggested programs of general education, and worried that true education would be superseded by business schools. Today, with 622,864 students in junior colleges of the nation, 367,160 of whom are specials and adults, the dual function of the junior college cannot be dismissed.

Some schools, in desperation at the loss of secondary students, hastily set up so-called junior colleges overnight. Yet many of these decisions "to be a junior college" worked out, perhaps to the faculty amazement, with success from the start. The reasons for this growth of junior colleges and their consequent acceptance are not always easy to determine. There are many explanations—returning veterans, prosperity, the "Where are you going to college" attitude of the past decade, plus the combination of courses given. The courses were not strictly, nor exclusively, liberal arts courses. Broadened into the humanities, liberal arts courses were closer to life. Such subjects as marriage, child psychology, music and art appreciation, and various vocational courses were introduced. An attitude of "We're trying

something new together," "How can we improve it?" coupled with discussions and conferences with parents, alumni, and businessmen, and a surging new interest on the part of adults "to go back to school" may have accounted for the furtherance of the junior college movement.

Adult reasons for returning to study influenced the curriculum: to finish high school, to improve in my job, to carry on hobbies, to study Spanish or calculus or some other subject, to make social contacts.

As adults were considered and courses given for them for little or no tuition, the community college "caught on." Adults found their jobs improved. They found that their desire for other courses, for work and for their pleasure, met with consideration. They found themselves turning to the college also for games, swimming, dancing. It became a lively center for their leisure. In many instances the name junior was changed to community to signify the several functions of the college.

After studying community college catalogues and visiting with the presidents of several institutions, some interesting attitudes became apparent.

"We give courses in whatever fields a student needs help."

"We bring in masters in whatever field there is a need."

"We visit a man or woman on the job to help him improve in his job."

"Every student must work on the

job in his chosen field 15 hours a week."

So it goes. Not only has it been realized that a future teacher needs practice, criticism, discussions, conferences with the employer and faculty but so do individuals in all types of work. The learn-by-doing idea has opened the eyes of youth and adults to the joy of working when you know how to do it.

The community college adds a course as the student discovers the need and is not held back by any traditions, since it is so new in the educational world that no traditions have yet grown up to hamper its progress.

It is not possible to predict the future of the junior college in the entire United States for conditions in one section are conducive to its growth, while in others they are not. It may be noted in this article, for instance, that fewer examples of the community college are taken from the eastern states. Although the rise of the Junior College of Bridgeport University and similar institutions indicates possible future strength, the community college may never be needed nor desired so universally in the northeast as in the southwest. Several reasons can be advanced. Large universities, such as Harvard, give generously to their communities, offering lectures and concerts free to the public nearly every day in the year. Harvard also offers late afternoon and evening courses for a slight fee, as well as the extension program with Boston University and Massachusetts Institute of Technology. Wor-

cester, Massachusetts, in fact, has six colleges located within the city limits. These facts are true of many sections. In the east distances from agricultural districts to colleges are usually very small.

The trends most evident in the survey of 100 junior colleges as the writer drove across the country resolve themselves about two main points, which may have very evident connection with each other:

1. In the majority of cases the junior colleges visited are no longer junior colleges, but have changed to community colleges. In 1945 this tendency showed strongly. The aims (as given by many of these colleges) are:
  - a. to provide education for transfer to senior colleges and universities.
  - b. to provide terminal education for students who wish a stronger cultural background for living, a foundation upon which to build a vocation, and preparation to earn a living.
  - c. to provide adult education for men and women of the community. (This phase, in a number of cases, has become the most important educational phase of the institution.) Adults come to the college for a variety of reasons: to fill their leisure time with social, physical, and craft activities; to study subjects that will help them in their employment, receive on-the-job criticism; to take courses for their cultural background.
2. "Work Experience" is an integral part of education, invaluable in

preparing the learner for his future job, whether on a farm, in trades, or in other terminal vocational fields.

These two trends are established facts in many community colleges, not merely trends, in 1955.

From the first, many junior college presidents had foresight and formed committees representing business, education, labor unions, and factory employers to discuss, recommend, suggest procedures for establishing colleges. In many cases the town provided acres of land for their colleges, gave and loaned buildings, contributed time, money, and effort to cooperate with the college heads in forming the institutions. Since colleges have grown in this manner, their business and vocational offerings differ as the economic factors of the regions differ. Some lean heavily towards engineering, some towards agricultural training, building trades, preparation in the sciences. They meet the needs of the community they serve. It is a fact, however, that almost without exception the colleges have decided upon certain basic subjects, such as English and history, to be required of all students for a degree.

It is necessary for the writer to point out the achievement of the community colleges accomplished by this cooperative effort. Is it possible for labor and employer to work together? Has there not been open hostility between these two factors at times? When a lawyer, a doctor, a factory employer and some

of his workers are in the same class under the same teacher, know each other, discuss with each other, almost anything is possible. These diverse interests have equal rights to suggest courses and methods, and do. They meet on committees and plan the work projects of the youth and the on-the-job training of the adult. This fact is, perhaps, responsible for one of the points the survey has brought out—that colleges tend to serve adults in the work project even more extensively than they do the young student. Adults who attend the classes know how and where they need help. The work experience for the younger student has not been dropped in 1955 but has gone through changes—in some cases giving the young student more background courses in his chosen field, giving him experience in using college owned facilities, in place of that given in 1945 in the community. Many colleges now have the latest equipment and can provide excellent field work. The college that has farms with cattle, hogs, sheep, poultry; citrus and other orchards; truck farming, with the most advanced farm equipment and machinery; and experimental stations does not need to send students to neighboring farms for experience.

In other fields the cooperation of industry and educational institutions has advanced the work experience beyond its position of ten years ago. Several colleges demand a set number of work hours per week as a requirement for

their degree. A good example of this requirement is in the merchandising field, where store experience is now almost universally required as a part of the training. Work experience is a very definite requirement in several colleges in the building trade field where the actual construction of buildings is an essential part of training. Experience in hospitals and clinics, or in dental offices, is regularly required in the training in the vocational nursing, the medical secretarial, medical technician, and dental assistant fields. Vocational guidance, the psychological tests, the conferences, discussions, and the personal help given in all the colleges help the student discover his abilities, make him a better citizen, and broaden his outlook. There is no doubt that the community college is filling some of the most deep-seated needs of the twentieth century.

How can youth and age see problems together constructively? The answer is that they are. The community college is an outstanding example of democracy at work—citizens working together, playing together, knowing each other. The junior college is not a stepchild in the educational system, striving for acceptance, nor just the back door to the senior college. It is an institution of which the educational system should be duly proud.

What is meant by work experience related to subjects taken at the college is a question well asked. In 1945 the names alone confused the situation, for no set terms had been selected to define

the various types of work that teachers felt valuable in their courses. Colleges selected names for this practical training that seemed fitting. The writer found the following expressions used, more or less indiscriminately. While the list is incomplete, it gives some of the wide variety of names in use: Work-study, Actual Experience, Work Project, Cooperative Work, Field Work, Cooperative Education, Cooperative Merchandising, Work Cooperation, On-the-job Training, Project Retail Selling, Winter Work Project, Supervised Field Experience, Laboratory Experience (in business), Experience, Distributive Education, Internship, Commercial Training, Practice.

Among the experiences offered were work in stores, banks, industries, factories, farms of the community, work in cooperative plans with industry, work in college owned offices and farms, building construction on college owned property. No type of work, however, had a name that could be understood without special explanation in another college. The term, for example, "cooperative plan with industry," nearly always clearly a particular plan in 1955, was in 1945 defined as follows:

A cooperative work program is a plan wherein the school cooperates with business and industry to provide the student with actual job experience while he is still in school and the student alternates between a regularly scheduled instructional program and employment in

business or industry, with the work experience being treated as a definite part of his education.

This is the statement in the California Junior College Terminal Education Conference Report of the Cooperative Training Program by Junior Colleges in 1943. The true cooperative work program, introduced first at Riverside College, California, was used by over 70 of the junior colleges in this study in 1945 in such widely different fields as: agriculture, business, trades, radio, dentistry, medicine, photography, hotel and restaurant work.

In 1955 the terms used to describe work experience were found to be still somewhat varied. Colleges such as Pasadena City College, which had had established work plans for years, had well defined terms for different types of work. A cooperative plan with industry in such a college would follow the definition given. By 1955 Pasadena had gone a step further, requiring the attendance of students in the "Work Study Program" at a one-hour a week course called "Occupational Relations" to relate work experience to the college program. With over 1,000 students in the program six teacher-coordinators are assigned to teach this one class. The term "work experience" here has been changed to "Work Study" with programs newly divided as follows:

1. *The Diversified Occupations Program*—for students having a work-experience on jobs not necessarily related to their college major, yet offer-

ing credit towards graduation by meeting the requirements set forth as acceptable: payment of the current wage rate, provision of definite learning experience, proper supervision by the employer, conformance to safety and health regulations.

2. *The Related Field Work Program*—designed for terminal students enrolled in a three- or four-hour (10 unit) trade, technical or business program and for transfer students for whom the Related Field Work Program provides work experience related to a specific vocational goal. Only those students who are working on a job related to their school major are accepted in this program. Unlike the cooperative programs, the school program is the basic essential and the related work experience is an adjunct—a laboratory experience. Typical areas from which students are accepted for this program are represented by the 16 trades and technical programs in such areas as machine shop, electronics, building construction, secretarial, administration, industrial technology, drafting, etc.

3. *The Cooperative Merchandising Program*—training consists of two complementary areas: actual paid work experience in local stores and realistically integrated classroom courses. The classroom activities include nine hours a week in the study of merchandising, selling, and products as outlined in cooperation with an advisory committee of local merchants. The work experience of twenty or more



hours a week in selected mercantile organizations provides a pattern of training closely coordinated by the instructor.

Here the writer found an elaborately planned work experience worked out in finer detail than in most colleges in which:

1. Field work or field experience meant work carried on with or without pay on college owned facilities;
2. Work experience or cooperative work meant work in the city nearby;
3. Cooperative Work Plan meant the plan with industry already defined.

A fewer number of terms were found on the 1955 trip, but there is still no uniformity of meaning throughout the country. In both surveys this lack of clarity in terms was especially true of the arts and crafts and the home economics fields, making it almost impossible to be certain which types of work experience were offered, whether it was work on or off the campus.

In California the State Department of Education lists the following *Minimum Requirements for Accredited Junior Colleges* (Education Code Section 8823):

Provide course, laboratory, shop, and studio experiences to fulfill the lower division requirements in the more common university majors and professions.

Maintain courses and trainings in vocational-terminal fields as may be required to meet the needs of the local region.

Establish adequate laboratory, shop and studio facilities, including equipment, tools, apparatus, supplies, visual aids to meet the needs of instruction and training in fields of learning undertaken.

Provide shops and facilities in the 13 and 14 grades adequate for job training.

Physical facilities in the vocational courses should parallel reasonably closely those actually used in the business and industrial world.

Although the student is not in an actual job requiring him to experience employer-employee relationships, the superiority of his equipment at the college largely or completely may offset this loss.

In 1945 some educators were saying at their conferences, "Yes, the junior college is here to stay, but will the senior college accept the students as transfers? It is evident now that they not only can, but do transfer by the thousands, with success, and that most senior colleges are happy that the trial period of the students has been completed before they enter the senior college. Most western junior college catalogues publish plans for transferring to senior colleges with the approval of the senior colleges.

Junior colleges have successfully trained transfer students for ten years or more. The "reason for being" has long been justified.

# Junior College Directory, 1956

Compiled and Edited by

## AMERICAN ASSOCIATION OF JUNIOR COLLEGES

JESSE P. BOGUE, Executive Secretary

and

MRS. ZORA RITTER, Office Secretary

The *Directory* contains information about junior colleges in the United States, its territories, Canada and a few other nations. The list comprises both accredited and non-accredited institutions. In general, institutions have not been included when they have not been designated as junior colleges by state departments of education. Every reasonable effort has been made to secure accurate information about each college. In this undertaking heavy reliance has been placed on the accuracy of the reporting junior college.

Separately organized junior colleges, general colleges, or lower-divisions of four-year colleges and universities have been included only if they are active members of the American Association of Junior Colleges. Undergraduate centers and extension centers, as in Pennsylvania and Wisconsin, are included in the listings in view of the fact that they are essentially two-year colleges and doing about the same kind of educational work as junior-community colleges.

More extensive and detailed information about junior colleges may be secured in *American Junior Colleges*, fourth edition, edited by Jesse P. Bogue, and published by the American Council on Education, 1785 Massachusetts Avenue, N.W., Washington 6, D.C., 1956.

### Definition of Terms

**Administrative Head.** Each institution's designation of its administrative head has been accepted. The official title has been indicated following the name. It is assumed that this person is the one to whom correspondence should be addressed. It is not implied that in all cases the designated administrative head holds final administrative responsibility for the college.

**Accreditation.** The American Association of Junior Colleges does not act as an accrediting agency. Member institutions are prohibited by constitutional provisions from indicating, implying, or publicizing accreditation by this Association. Types of accreditation or equivalent recognition or approval are indicated by symbols as follows:

State Department of Education; the Board of Education in the District of Columbia; the Junior College Accrediting Commission in Mississippi; the Provincial Department of Education in Canada.

D—Indicates accreditation by the above

D<sup>1</sup>—Indicates approval to operate as a junior college

D<sup>2</sup>—Indicates recognition as a junior college Association of State Colleges or equivalent, State University, State College, or equivalent institutions in states which do not have a state university.

A—Indicates full accreditation

A<sup>1</sup>—Indicates provisional accreditation

A<sup>2</sup>—Indicates formal approval

#### REGIONAL ACCREDITING ASSOCIATION

E—New England Association

M—Middle States Association

N—North Central Association

S—Southern Association

T—Western College Association

W—Northwest Association

X—Affiliation with the Catholic University of America if not affiliated with one of the regional accrediting associations.

Y—Affiliation with the University Senate of the Methodist Church if not affiliated with one of the regional accrediting associations.

*Type.* Three main types are distinguished: *Co-educational, for men only, and for women only* indicated by C, M., and W., respectively. Negro junior colleges are indicated by "N" following the name of the institution.

*Control.* The primary basis for classification is twofold: institutions publicly controlled and institutions privately controlled. The first group is divided into state, local or municipal, union district, county, and joint county junior colleges; the second into those under denominational control or affiliation, non-denominational and nonprofit institutions, and proprietary institutions. The following abbreviations are used:

A.M.E.—African Methodist Episcopal

A.M.E.Z.—African Methodist Episcopal Zion

A. of G.—Assembly of God

Br. in Chr.—Brethren in Christ

Ch. of Chr.—Church of Christ

Lat. Day St.—Church of Jesus Christ of Latter Day Saints

Ch. N. J.—Church of New Jerusalem

Cong. Chr.—Congregational and Christian

Disc. Chr.—Disciples of Christ

Ev. M. C.—Evangelical Mission Covenant

E.U.B.—Evangelical United Brethren

Free Meth.—Free Methodist

Friends—Society of Friends

Pent. Hol.—Pentecostal Holiness

Pil. Hol.—Pilgrim Holiness

Presbyter.—Presbyterian

Ref. Ch. Am.—Reformed Church in America

R. L. D. S.—Reorganized Church of Latter Day Saints

S.-Day Adv.—Seventh-Day Adventist

Un. Ch. Can.—United Church of Canada

Wes. Meth.—Wesleyan Methodist

*Year Organized.* Each institution was asked to report the year it was organized as a junior college. In some cases the date of origin of an institution which later developed into a junior college may have been given.

*Enrollment.* Enrollment data are given for the year June 1, 1953, to May 31, 1954, unless otherwise stated. A "special student" is defined as a student who is not classified as either a freshman or sophomore because he is carrying less than a full-time load but who can be considered to be working toward a degree, diploma, or certificate. An "adult student" is defined as one who is above the compulsory school age and who would not be classified as a freshman, sophomore or special student.

*Faculty.* The number of faculty is given for the same year as the student enrollment. The full-time faculty equivalent total is the sum of the full-time faculty and the full-time equivalent of the part-time faculty.

*Membership.* Membership in the American Association of Junior Colleges is indicated by an "M" or a "P" depending upon whether the membership is full or provisional. Active membership is open to any college which has received complete accreditation or equivalent recognition of any of the types indicated under "accreditation" above. Provisional membership is open to newly organized institutions and to others which have not yet received such recognition.

TABLE I

*Summaries for All Junior Colleges by States*

State	Num- ber of Col- leges	Membership in A.A.J.C.			Student Enrollment 1954-55				Faculty 1954-55		
		Ac- tive Mem- bers	Provi- sional Mem- bers	Total	Fresh- man	Sopho- more	Special	Adult	Full- time Faculty	Part- time Faculty	Total Full- time Equiv- alent
Alabama	11	6	1	1693	945	516	115	117	145	52	170
Arizona	2	2	..	3800	1169	440	205	1986	72	32	81
Arkansas	4	4	..	2542	853	577	214	898	66	25	75
California	71	51	..	318960	79449	32427	43541	164543	3799	4164	4935
Colorado	8	8	..	7786	1823	825	135	5003	196	145	244
Connecticut	7	6	..	9693	1794	912	3487	3500	153	405	248
Delaware	1	1	..	222	119	58	9	36	15	4	17
Dist. of Columbia	7	6	1	2927	1029	862	105	931	140	156	235
Florida	10	9	..	5969	2120	868	1034	1947	160	98	189
Georgia	18	14	..	14407	2893	1690	1520	8304	242	114	289
Idaho	2	2	..	2396	780	356	207	1053	62	15	70
Illinois	23	21	..	33627	10472	4140	6369	12646	434	760	700
Indiana	8	2	..	8750	899	553	3077	4221	105	250	171
Iowa	23	20	..	11915	2239	1140	956	7580	188	283	293
Kansas	22	20	..	7478	3312	1777	466	1923	201	238	303
Kentucky	13	12	..	3424	1929	1083	271	141	151	80	189
Louisiana	1	1	..	259	188	71	..	..	21	2	22
Maine	4	3	..	601	333	201	55	12	50	14	55
Maryland	11	7	..	2959	1221	572	205	961	146	93	178
Massachusetts	18	17	..	6837	3454	1971	924	488	297	271	380
Michigan	16	15	..	21579	5581	2221	3832	9945	336	348	446
Minnesota	11	10	..	8769	1230	571	629	6339	113	147	173
Mississippi	23	17	..	9934	4308	2515	1119	1992	500	108	556
Missouri	19	16	..	10816	4407	2420	440	3549	545	165	611
Montana	3	3	..	1032	325	223	163	321	37	29	45
Nebraska	5	3	..	2172	683	357	318	814	48	59	72
Nevada	1	..	..	370	107	29	35	199	5	23	16
New Hampshire	1	1	..	461	249	211	1	..	43	..	43
New Jersey	10	7	..	3151	1061	484	1431	175	114	70	147
New York	31	19	..	26173	6773	4398	3460	11542	890	434	1084
North Carolina	22	17	..	8389	3016	1571	1623	2179	328	157	381
North Dakota	4	4	..	1761	997	338	69	357	72	44	85
Ohio	7	6	..	6493	504	237	3828	1924	204	303	316
Oklahoma	16	12	..	5984	2759	1378	756	1091	197	152	256
Oregon	4	3	..	2772	1004	421	1228	119	110	60	134
Pennsylvania	25	10	..	17629	2608	1472	3137	10412	327	747	518
Rhode Island	1	1	..	608	33	13	538	24	3	39	16
South Carolina	8	4	..	1649	778	360	332	179	71	29	84
South Dakota	3	2	..	467	107	63	271	26	15	24	30
Tennessee	10	7	1	2952	1724	920	92	216	147	52	168
Texas	45	40	..	61103	22935	9805	13683	14680	1310	772	1615
Utah	4	4	..	7388	1558	897	1821	3112	96	148	172
Vermont	2	2	..	516	291	202	23	..	40	7	43
Virginia	16	12	1	9521	2351	1166	2852	3152	340	178	399
Washington	11	9	..	20494	3189	1434	1888	13983	243	261	312
West Virginia	4	4	..	1753	1014	648	91	..	79	13	85
Wisconsin	12	..	..	7750	2279	701	713	4057	170	241	241
Wyoming	4	4	..	3571	465	171	128	2807	47	113	67
Alaska	3	1	..	1138	21	6	750	361	6	45	21
Canada	5	2	..	2048	604	153	1066	225	108	64	125
Canal Zone	1	1	..	176	109	39	28	..	8	7	11
Cuba	1	..	..	621	91	62	261	207	25	15	32
Greece	1	..	..	145	94	51	..	..	8	10	12
Hawaii	1	..	1	59	28	26	5	..	7	6	9
Lebanon	1	..	..	331	147	158	15	11	23	17	29
Rep. of Philippines	1	1	..	172	83	21	48	20	7	2	8
Puerto Rico	1	..	1	129	100	21	2	6	12	2	13
TOTALS	596	449	6	696321	190634	85802	109571	310314	13277	12092	17219

**TABLE II**  
*Summaries for Public Junior Colleges by States*

State	Membership in A.A.J.C.			Student Enrollment 1954-55				Faculty 1954-55			Total Full-time Equivalent
	Number of Col- leges	Ac- tive Mem- bers	Provi- sional Mem- bers	Total	Fresh- man	Sopho- more	Special	Adult	Full- time Faculty	Part- time Faculty	
Alabama	1	..	..	245	116	126	3	..	16	..	16
Arizona	2	2	..	3800	1169	440	205	1986	72	32	81
Arkansas	3	3	..	1894	686	430	201	577	56	20	63
California	66	47	..	318443	79152	31240	43508	164543	3748	4128	4865
Colorado	7	7	..	7423	1602	683	135	5003	161	136	207
Florida	5	5	..	3822	1269	517	440	1596	92	67	112
Georgia	9	7	..	12804	1974	1164	1434	8232	120	88	155
Idaho	2	2	..	2396	780	356	207	1053	62	15	70
Illinois	13	13	..	30548	9333	3534	6031	11650	310	628	533
Indiana	5	1	..	8484	759	456	3048	4221	82	237	143
Iowa	16	13	..	9957	1259	533	703	7462	39	245	129
Kansas	14	13	..	6069	2731	1370	315	1653	114	190	197
Kentucky	2	2	..	715	368	190	83	74	16	12	22
Louisiana	1	1	..	259	188	71	..	..	21	2	22
Maryland	7	5	..	2492	973	390	168	961	102	72	126
Massachusetts	2	2	..	373	199	64	78	32	..	65	16
Michigan	14	13	..	21329	5433	2150	3808	9938	327	325	426
Minnesota	9	8	..	8456	1030	464	625	6337	95	134	149
Mississippi	15	14	..	8540	3726	2225	985	1604	397	77	441
Missouri	8	8	..	6712	2346	1063	135	3168	182	88	215
Montana	3	3	..	1032	325	223	163	321	37	29	45
Nebraska	4	3	..	2013	618	321	292	782	34	55	56
Nevada	1	..	..	370	107	29	35	199	5	23	16
New Jersey	2	2	..	911	237	102	506	66	27	23	36
New York	16	11	..	24350	5917	3764	3278	11391	735	290	876
North Carolina	5	3	..	2498	490	193	875	940	41	81	60
North Dakota	4	4	..	1761	997	338	69	357	72	44	85
Ohio	1	1	..	328	52	15	7	254	175	80	202
Oklahoma	13	10	..	5634	2554	1279	740	1061	181	126	227
Oregon	2	2	..	1362	868	339	36	119	73	18	81
Pennsylvania	12	1	..	15240	1443	782	3043	9972	174	636	311
Tennessee	1	1	..	725	431	287	..	7	40	2	41
Texas	34	31	..	58544	21669	9150	13161	14564	1183	716	1458
Utah	4	4	..	7388	1558	897	1821	3112	96	148	172
Virginia	3	2	..	7029	1172	530	2461	2866	127	133	166
Washington	10	9	..	20433	3167	1430	1853	13983	239	257	306
West Virginia	1	1	..	546	294	210	42	..	39	1	39
Wisconsin	10	..	..	7628	2203	655	713	4057	152	231	219
Wyoming	4	4	..	3571	465	171	128	2807	47	113	67
Alaska	2	1	..	1118	9	..	750	359	6	39	18
Canada	2	..	..	582	117	75	390	..	43	32	52
Canal Zone	1	1	..	176	109	39	28	..	8	7	11
TOTALS	336	260	..	618000	159895	68295	92503	297307	9546	9645	12532



**TABLE III**  
*Summaries for Private Junior Colleges by States*

State	Membership in A.A.J.C.			Student Enrollments 1954-55				Faculty 1954-55			Total Full-time Equivalent
	Number of Col- leges	Ac- tive Mem- bers	Provi- sional Mem- bers	Total	Fresh- man	Sopho- more	Special	Adult	Full-time Faculty	Part- time Faculty	
Alabama .....	9	6	1	1448	829	390	112	117	129	52	154
Arkansas .....	1	1	--	648	167	147	13	321	10	5	12
California .....	5	4	--	517	297	187	33	.....	51	36	70
Colorado .....	1	1	--	363	221	142	.....	.....	35	9	37
Connecticut .....	7	6	--	9693	1794	912	3487	3500	153	405	248
Delaware .....	1	1	--	222	119	58	9	36	15	4	17
Dist. of Columbia .....	7	6	1	2927	1029	862	105	931	140	156	235
Florida .....	5	4	--	2147	851	351	594	351	68	31	77
Georgia .....	9	7	--	1603	919	526	86	72	122	26	134
Illinois .....	10	8	--	3079	1139	606	338	996	124	132	167
Indiana .....	3	1	--	266	140	97	29	.....	23	13	28
Iowa .....	7	7	--	1958	980	607	253	118	149	38	164
Kansas .....	8	7	--	1409	581	407	151	270	87	48	106
Kentucky .....	11	10	--	2709	1561	893	188	67	135	68	167
Maine .....	4	3	--	601	333	201	55	12	50	14	55
Maryland .....	4	2	--	467	248	182	37	.....	44	21	52
Massachusetts .....	16	15	--	6464	3255	1907	846	456	297	206	364
Michigan .....	2	2	--	250	148	71	24	7	9	23	20
Minnesota .....	2	2	--	313	200	107	4	2	18	13	24
Mississippi .....	8	3	--	1394	582	290	134	388	103	31	115
Missouri .....	11	8	--	4104	2061	1357	305	381	363	77	396
Nebraska .....	1	--	--	159	65	36	26	32	14	4	16
New Hampshire .....	1	1	--	461	249	211	1	.....	43	.....	43
New Jersey .....	8	5	--	2240	824	382	925	109	87	47	111
New York .....	15	8	--	1823	856	634	182	151	155	144	208
North Carolina .....	17	14	--	5891	2526	1378	748	1239	287	76	321
Ohio .....	6	5	--	6165	452	222	3821	1670	29	223	114
Oklahoma .....	3	2	--	350	205	99	16	30	16	26	29
Oregon .....	2	1	--	1410	136	82	1192	.....	37	42	53
Pennsylvania .....	13	9	--	2389	1165	690	94	440	153	111	207
Rhode Island .....	1	1	--	608	33	13	538	24	3	39	16
South Carolina .....	8	4	--	1649	778	360	332	179	71	29	84
South Dakota .....	3	2	--	467	107	63	271	26	15	24	30
Tennessee .....	9	6	1	2227	1293	633	92	209	107	50	127
Texas .....	11	9	--	2559	1266	655	522	116	127	56	157
Vermont .....	2	2	--	516	291	202	23	.....	40	7	43
Virginia .....	13	10	1	2492	1179	636	391	286	213	45	233
Washington .....	1	--	--	61	22	4	35	.....	4	4	6
West Virginia .....	3	3	--	1207	720	438	49	.....	40	12	46
Wisconsin .....	2	.....	--	122	76	46	.....	.....	18	10	22
Alaska .....	1	.....	--	20	12	6	.....	2	.....	6	3
Canada .....	3	2	--	1466	487	78	676	225	65	32	73
Cuba .....	1	.....	--	621	91	62	261	207	25	15	32
Greece .....	1	.....	--	145	94	51	.....	.....	8	10	12
Hawaii .....	1	.....	1	59	28	26	5	.....	7	6	9
Lebanon .....	1	.....	--	331	147	158	15	11	23	17	29
Rep. of Philippines .....	1	1	--	172	83	21	48	20	7	2	8
Puerto Rico .....	1	.....	1	129	100	21	2	6	12	2	13
TOTALS .....	260	189	6	78321	30739	17507	17068	13007	3731	2447	4687

# Directory of Junior Colleges, 1956

JUNIOR COLLEGE JOURNAL FOR JANUARY 1956															
Institution	Location	Administrative Head	Membership	Accred-itation	Type	Control or Affiliation as a Jr. Coll.	Years Included			Students, 1954-55			Faculty 1954-55		
							Total	Fresh.	Soph.	Spec-ials	Adults	Full- Time	Part- Time	Full- Time	Part- Time
<b>ALABAMA</b>															
<i>Publicly controlled</i>															
Mobile Br., Ala. St. Coll. (N)	Mobile	S. D. Bishop, Dean	....	D A S	C	State	1936	2	245	116	126	3	....	16	....
<i>Privately controlled</i>															
Alabama Christian College*	Montgomery	Rex A. Turner, Pres.	M A	A	C	Nonprofit	1942	2	113	89	24	....	11	1	11
Daniel Payne College (N)	Birmingham	Howard D. Gregg, Pres	P A S	A S	C	A.M.E.	1889	2	101	42	36	12	11	12	4
Marion Institute	Marion	Robert Calhoun, Prov., & res.	M D A S	D A S	M	Nonprofit	1919	2	189	133	56	....	9	12	15
Oakwood College (N)	Huntsville	Garland Millet, Pres.	....	D	C	S.Day Adv.	1917	2	136	83	53	....	44	1	44
Sacred Heart Jr. College	Cullman	Mary Susan Sevier, Pres.	....	D <sup>2</sup> A <sup>3</sup>	W	Catholic	1940	2	154	58	44	32	20	2	14
St. Bernard College	St. Bernard	Rt. Rev. Bede Luibel, Pres.	M D A S	D A S	M	Catholic	1932	2	282	158	64	11	49	21	13
Snead Jr. College	Boaz	Virgil B. McCain, Jr., Pres.	M D S	D S	C	Methodist	1935	2	261	127	62	49	23	14	3
Southern Union College	Wadley	Clyde C. Flannery, Pres.	....	D <sup>2</sup> A <sup>1</sup>	C	Cong.Chr.	1922	2	136	111	25	....	11	2	12
Walker Jr. College	Jasper	Carl A. E. Jesse, Pres.	M A	A	C	Nonprofit	1938	2	76	28	26	8	14	5	2
<b>ARIZONA</b>															
<i>Publicly controlled</i>															
Eastern Arizona Jr. College	Thatcher	Paul E. Guiteau, Pres.	M D A	D A	C	County	1921	2	358	146	74	9	129	19	....
Phoenix College	Phoenix	Robert J. Hannelly, Dean	M D A N	D A N	C	Un. Dist.	1920	2	3442	1023	366	196	1857	53	32
<b>ARKANSAS</b>															
<i>Publicly controlled</i>															
Arkansas State Jr. College	Beebe	B. E. Whitmore, Dean	M D A	D A	C	State	1931	2	196	96	64	4	32	10	....
Fort Smith Jr. College	Fort Smith	Elmer Cook, Pres.	M D A <sup>1</sup>	D A <sup>1</sup>	C	Local	1928	2	509	199	136	30	144	14	3
Little Rock Jr. College	Little Rock	E. Q. Brothers, Dean	M D A N	D A N	C	Local	1927	2	1189	391	230	167	401	32	17
<i>Privately controlled</i>															
Southern Baptist College	Walnut Ridge	H. E. Williams, Pres.	M M D	M D	C	Baptist	1941	2	648	167	147	13	321	10	5
<b>CALIFORNIA</b>															
<i>Publicly controlled</i>															
Allan Hancock Jr. College	Santa Maria	William S. Houpt, Dir.	M D A <sup>2</sup> T	D A <sup>2</sup> T	C	Un. Dist.	1920	2	335	176	59	44	56	11	13
American River Jr. College	Del Paso Hgts.	Bill H. Priest, Pres.	M D A <sup>2</sup> T	D A <sup>2</sup> T	C	District	1955	2	1615	472	175	939	29	18	35
Antelope Valley Junior College	Lancaster	Frank J. Fleming, Dir.	M D A <sup>2</sup> T	D A <sup>2</sup> T	C	Jt. Un. Dist.	1929	2	1741	268	82	88	1303	10	26

## JUNIOR COLLEGE DIRECTORY

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Bakersfield College	Bakersfield	Ralph Prator, Pres.	M	D A <sup>2T</sup>	C	District	1913	2	4554	1061	576	2917	.....	61	40	73
Chaffey Jr. College	Ontario	Merlin B. Milliken, Pres.	M	D A <sup>2T</sup>	C	District	1922	2	6066	830	425	811	4000	65	9	70
Chaffey Jr. College	Azusa	Merlin B. Eisenbise, Dir.	M	D A <sup>2T</sup>	C	Un. Dist.	1915	2	489	310	131	39	9	10	16	15
Coalinga College	Coalinga	Alfred M. Livingston, Dir.	M	D A <sup>2T</sup>	C	District	1932	2	7035	150	44	14	.....	10	16	15
Compton Jr. College	Compton	Paul Martin, Pres.	M	D A <sup>2T</sup>	C	District	1927	2	7035	3025	883	371	80	50	98	68
East Contra Costa Jr. College	Concord	Leland L. Medsker, Dir.	M	D A <sup>2T</sup>	C	District	1950	2	5332	744	226	1928	2434	53	98	69
East Los Angeles Jr. College	Los Angeles	Benjamin Swartz, Dir.	M	D A <sup>2T</sup>	C	District	1945	2	10741	2560	862	6028	1291	101	151	137
El Camino Jr. College	El Camino	Forrest G. Mordock, Pres.	M	D A <sup>2T</sup>	C	District	1947	2	8550	2374	1853	4323	.....	127	24	132
Fresno Jr. College	Fresno	Stuart M. White, Pres.	M	D A <sup>2T</sup>	C	Un. Dist.	1910	2	3455	759	213	1041	1442	52	37	61
Fullerton Jr. College	Fullerton	H. Lynn Sheller, Dir.	M	D A <sup>2T</sup>	C	Un. Dist.	1913	2	1925	1155	481	1081	108	62	26	75
Fullerton Evening Jr. College	Fullerton	John N. Reid, Prin.	M	D A <sup>2T</sup>	C	District	1920	2	4441	.....	.....	.....	4441	103	26	26
Glendale College	Glendale	Gerhard E. Ehmman, Dir.	M	D A <sup>2T</sup>	C	District	1927	2	2726	1012	442	557	715	83	13	88
Hartnell College	Salinas	Stuart Dufour, Dir.	M	D A <sup>2T</sup>	C	District	1920	2	985	453	159	75	298	49	50	50
Imperial Valley College	El Centro	Eugene W. Waterman, Dir.	M	D A <sup>2T</sup>	C	Local	1922	2	536	191	53	157	135	3	21	11
Jassen Jr. College	Susanville	Carl F. Karasek, Dir.	M	D A <sup>2T</sup>	C	District	1924	2	226	165	41	20	.....	10	13	14
Long Beach City College	Long Beach	George E. Dotson, Asst. Supt.	M	D A <sup>2T</sup>	C	District	1929	2	29227	5341	1214	2811	19661	185	365	265
Los Angeles City College	Los Angeles	John Lombardi, Dir.	M	D A <sup>2T</sup>	C	District	1927	2	5546	3211	2335	.....	281	360	361	
Los Angeles Harbor Jr. College	Wilmington	Raymond J. Casey, Dir.	M	D A <sup>2T</sup>	C	Local	1949	2	3619	2786	832	.....	47	68	64	
Los Angeles Jr. Coll. of Business	Los Angeles	John N. Given, Dir.	M	D A <sup>2T</sup>	C	District	1950	2	5459	5177	283	.....	42	35	51	
Los Angeles Trade-Tech Jr. Coll.	Los Angeles	F. Parker Wilbur, Dir.	M	D A <sup>2T</sup>	C	District	1949	2	15967	1914	2094	1610	10349	110	220	154
Los Angeles Valley Jr. College	Van Nuys	Walter Coultas, Dir.	M	D A <sup>2T</sup>	C	District	1949	2	6713	4740	1628	.....	345	79	92	
Marin, College of	Kentfield	Ward H. Austin, Pres.	M	D A <sup>2T</sup>	C	District	1926	2	5563	502	202	267	4592	35	53	50
Modesto Jr. College	Modesto	Roy C. McCall, Pres.	M	D A <sup>2T</sup>	C	District	1921	2	2099	1308	578	74	139	82	8	86
Modesto Evening Jr. College	Modesto	Wesley M. Pugh, Prin.	M	D A <sup>2T</sup>	C	District	1939	2	8215	.....	.....	8215	9	73	24	
Monterey Peninsula College	Monterey	Calvin C. Flint, Pres.	M	D A <sup>2T</sup>	C	District	1947	2	2489	419	235	958	877	33	19	43
Mount San Antonio College	Pomona	George H. Bell, Pres.	M	D A <sup>2T</sup>	C	District	1945	2	4927	1148	490	579	279	79	58	93
Napa College	Napa	Roy L. Patrick, Pres.	M	D A <sup>2T</sup>	C	Un. Dist.	1941	4	513	395	118	.....	45	19	54	54
Napa Evening College	Napa	George A. Strong, Dir.	M	D A <sup>2T</sup>	C	Un. Dist.	1942	4	2093	.....	.....	2093	.....	52	12	12
Oakland Jr. College	Oakland	Frank G. Adams, Dir.	M	D A <sup>2T</sup>	C	District	1953	2	11971	4532	350	.....	7089	126	168	163
Oceanside-Carlsbad Jr. College	Oceanside	Robert V. Rodgers, Dir.	M	D A <sup>2T</sup>	C	Un. Dist.	1934	2	1847	184	62	45	1556	23	32	39
Orange Coast College	Costa Mesa	Basil H. Peterson, Pres.	M	D A <sup>2T</sup>	C	District	1947	2	6783	809	372	238	5364	66	115	91
Palomar College	San Marcos	Phil H. Putnam, Pres.	M	D A <sup>2T</sup>	C	District	1946	2	851	200	86	120	445	19	18	23
Palo Verde Jr. College	Blythe	Harold S. Widney, Dir.	M	D A <sup>2T</sup>	C	Un. Dist.	1947	2	123	65	30	2	26	6	16	11
Pasadena City College	Pasadena	William B. Langsdorf, Pres.	M	D A <sup>2T</sup>	C	District	1924	4	28325	6061	4148	18116	159	328	241	98
Pierce School of Agriculture	Canoga Park	John B. Shepherd, Dir.	M	D A <sup>2T</sup>	C	Local	1947	2	4640	639	207	311	3483	42	38	66
Porterville College	Porterville	B. E. Jamison, Dir.	M	D A <sup>2T</sup>	C	Un. Dist.	1927	2	367	254	94	19	21	9	15	15
Reedley College	Reedley	Stephen E. Eppler, Pres.	M	D A <sup>2T</sup>	C	Un. Dist.	1926	2	711	441	209	35	26	14	30	27
Riverside College	Riverside	O. W. Noble, Pres.	M	D A <sup>2T</sup>	C	District	1916	2	2806	2032	699	75	117	48	6	51
Sacramento Jr. College	Sacramento	J. Paul Mohr, Pres.	M	D A <sup>2T</sup>	C	District	1941	2	14119	.....	.....	14119	16	184	47	10
Sacramento Evening Jr. College	Sacramento	Tom Weems, Prin.	M	D <sup>1</sup>	C	District	1935	2	2145	.....	.....	2145	2	70	10	10
Salinas Evening Jr. College	Salinas	Glen H. Wilson, Prin.	M	D <sup>1</sup>	C	District	1919	2	33	26	3	4	.....	16	4	4
San Benito County Jr. College	Hollister	Frank A. Bauman, Supt.	M	D A <sup>2T</sup>	C	County	1919	2	33	26	3	4	.....	16	4	4

\* A four-year program for conferring B.A. degrees for Bible and Bus. Adm. majors.

Institution	Location	Administrative Head	Membership	Accred- itation	Type	Control or Affiliation	Organi- zed as a Jr. Col.	Years Included	Students, 1954-55				Faculty 1954-55		
									Total	Fresh.	Soph.	Spec- ials	Adults	Full- Time	Part- Time
San Bernardino Valley College	San Bernardino	John L. Lounsbury, Pres.	M	D A <sup>2</sup> T	C	Un. Dist.	1926	2	11975	1286	578	.....	10111	88	129
San Diego Jr. College	San Diego	Walter L. Thatcher, Prin.	M	D A <sup>2</sup> T	C	District	1914	2	4969	1679	347	2943	.....	135	110
San Francisco, City College of	San Francisco	Louis G. Conlan, Pres.	M	D A <sup>2</sup> T	C	Local	1935	2	7909	3668	1231	3010	.....	210	25
San Jose Evening Jr. College	San Jose	Norman Waldorf, Prin.	M	D <sup>1</sup>	C	District	1942	2	2315	.....	.....	.....	2315	46	12
San Jose Jr. College	San Jose	H. R. Buchser, Dir.	M	D A <sup>2</sup> T	C	District	1921	2	4398	1293	373	2673	59	50	74
San Luis Obispo Jr. College	San Luis Obispo	Frank C. Holt, Prin.	M	D A <sup>2</sup> T	C	District	1936	2	341	128	48	165	.....	2	21
San Mateo District Jr. College	San Mateo	Elon E. Hildreth, Pres.	M	D T	C	District	1922	2	11629	1441	562	572	9054	96	3
Santa Ana College	Santa Ana	Daniel C. McNaughton, Dir.	M	D T	C	District	1915	2	1007	485	273	122	32	7	28
Santa Barbara Jr. College	Santa Barbara	Leonard L. Bowman, Dir.	M	D A <sup>2</sup> T	C	District	1946	2	1121	236	85	512	288	17	22
Santa Monica City College	Santa Monica	Wade F. Thomas, Pres.	M	D A <sup>2</sup> T	C	Local	1929	2	15688	3175	1307	3564	7642	108	160
Santa Rosa Jr. College	Santa Rosa	Floyd P. Bailey, Pres.	M	D A <sup>2</sup> T	C	District	1918	2	4130	775	490	166	2699	65	43
Sequoias College of	Visalia	Ivan C. Crookshanks, Pres.	M	D A <sup>2</sup> T	C	District	1926	2	3816	897	327	168	2424	51	4
Shasta College	Redding	G. A. Collyer, Pres.	M	D A <sup>2</sup> T	C	District	1950	2	2615	460	187	86	1882	31	3
Sierra College	Auburn	Harold M. Weaver, Pres.	M	D A <sup>2</sup> T	C	District	1936	2	716	445	198	35	38	23	12
Stockton College	Stockton	Julio L. Bortolazzo, Pres.	M	D A <sup>2</sup> T	C	District	1935	2	1610	963	405	.....	242	153	55
Taft College	Taft	Garlyn A. Basham, Dir.	M	D A <sup>2</sup> T	C	Un. Dist.	1922	2	330	204	81	15	30	8	26
Vallejo College	Vallejo	Harry D. Wiser, Pres.	M	D A <sup>2</sup> T	C	District	1945	2	684	466	218	.....	16	44	28
Ventura College	Ventura	Hugh G. Price, Dir.	M	D A <sup>2</sup> T	C	District	1929	2	3322	886	493	317	1626	62	57
Ventura College Evening Div.	Ventura	Marguerite C. Scott, Dean	M	D <sup>1</sup>	C	Un. Dist.	1932	2	1844	.....	.....	.....	1844	73	20
West Contra Costa Jr. College	Richmond	Joseph P. Cossand, Dir.	M	D A <sup>2</sup> T	C	District	1949	2	5435	1980	782	.....	2673	80	44
Yuba College	Marysville	J. J. Collins, Pres.	M	D A <sup>2</sup> T	C	District	1927	2	574	343	137	37	57	37	3
Privately controlled															
California Concordia College	Oakland	Oscar T. Walte, Pres.	M	A <sup>1</sup>	C	Lutheran	1918	2	57	29	23	5	.....	14	8
Cogswell Polytechnical College	San Francisco	Eugene W. Smith, Pres.	M	A W	C	Nonprofit	1930	2	118	67	49	2	.....	10	10
Deep Springs College	Deep Springs	H. R. Roodhouse, Dir.	M	A W	M	Nonprofit	1917	2	17	7	10	.....	4	2	5
Los Angeles Pacific College	Los Angeles	Robert J. Cox, Pres.	M	A <sup>1</sup>	C	FreeMeth.	1911	2	70	26	18	26	.....	17	8
Menlo College	Menlo Park	William E. Kratt, Pres.	M	A T	M	Nonprofit	1927	2	255	168	87	.....	20	12	25
COLORADO															
Publicly controlled															
Fort Lewis A&M College	Hesperus	Charles Dale Rea, Pres.	M	D <sup>1</sup> A	C	State	1927	2	231	111	44	17	59	20	4
La Junta Jr. College	La Junta	W. L. McDivitt, Dean	M	A <sup>2</sup>	C	District	1941	2	241	127	52	14	48	12	2
Lamar Jr. College	Lamar	Victor Charles, Pres.	M	D A <sup>2</sup>	C	County	1937	2	439	77	31	3	328	7	16
Mesa County Jr. College	Grand Junction	Horace J. Wubben, Pres.	M	D A <sup>2</sup>	C	County	1925	2	1804	351	147	25	1281	32	12
Northeastern Junior College	Sterling	Ervin S. French, Pres.	M	D A <sup>2</sup>	C	County	1941	2	749	140	59	.....	550	14	22

Pueblo College	Pueblo	Marvin C. Knudson, Pres.	M	D A <sup>2</sup> N	C	County	1937	2	1722	558	231	17	916	51	26	61
Trinidad State Jr. College	Trinidad	Dwight C. Baird, Pres.	M	D A <sup>2</sup>	C	County	1925	2	2237	238	119	59	1821	25	54	32
Privately controlled																
Colorado Woman's College	Denver	Val H. Wilson, Pres.	M	D A N	W	Nonprofit	1920	2	363	221	142			35	9	37
CONNECTICUT																
Privately controlled																
Connecticut Jr. College of	Bridgeport	Earl M. Bigsbee, Dean	M	D A E	C	Nonprofit	1927	2	2895	654	332	325	1584	72	48	84
Hartford College	West Hartford	Laura A. Johnson, Dean	M	D A	W	Nonprofit	1939	2	53	26	24	3		2	16	6
Hillyer College	Hartford	Alan S. Wilson, Pres.	M	D E	C	Nonprofit	1937	2	3855	279	231	1130		28	203	69
Mitchell College	New London	Robert C. Weller, Pres.	M	D	C	Nonprofit	1938	2	611	134	106	371		15	24	21
New Haven College	New Haven	M. K. Peterson, Pres.	M	D A E	C	Nonprofit	1926	2	1141	162	56	305	618	7	81	28
Quinnipiac College	Hamden	Samuel W. Tator, Pres.	M	D	C	Nonprofit	1929	2	1003	477	186	172	168	19	31	29
St. Thomas Seminary	Bloomfield	Rt. Rev. John Byrnes, Pres.		D E	M	Catholic	1897	2	135	62	73			10	2	11
DELAWARE																
Privately controlled																
Wesley Jr. College	Dover	J. Paul Slaybaugh, Pres.	M	A M	C	Methodist	1942	2	222	119	58	9	36	15	4	17
DISTRICT OF COLUMBIA																
Privately controlled																
Georgetown Visitation Jr. Coll.	Washington	Mother M. Cecilia Clark, Pres.	M	D M	W	Catholic	1919	2	140	93	46	1		8	10	12
Geo. Washington Univ., J. C. of	Washington	George M. Kochl, Dean	M	D A M	C	Nonprofit	1930	2	2096	575	590		931	90	90	162
Holton-Arms Jr. College	Washington	Sallie E. Lurton, Head	M	D A	W	Nonprofit	1927	2	53	26	26	1			18	6
Innocentia Jr. College	Washington	Sister Mary Angela S.P., Pres.	M	D M	W	Catholic	1922	2	119	75	44			8	6	11
Marjorie Webster Jr. College	Washington	Marjorie Webster, Pres.	M	D	W	Propriet.	1920	2	250	140	110			24	2	25
Mount Vernon Jr. College	Washington	George W. Lloyd, Pres.	M	D	W	Nonprofit	1927	2	142	88	42	12		10	12	14
Washington Hall Jr. College	Washington	John J. Humphrey, Pres.	P	D	C	Nonprofit	1954	2	127	32	4	91			18	5
FLORIDA																
Publicly controlled																
Chipola Jr. College	Marianna	K. G. Skaggs, Pres.	M	D A	C	Jt. County	1947	2	625	235	92	14	284	17	4	18
Palm Beach Jr. College	Lake Park	John I. Leonard, Pres.	M	D A S	C	County	1933	2	471	224	75	13	159	11	6	13
Pensacola Jr. College	Pensacola	Henry L. Ashmore, Pres.	M	D A	C	Jt. County	1948	2	723	201	98	280	144	23	25	28
St. Petersburg Jr. College	St. Petersburg	Michael M. Bennett, Pres.	M	D A S	C	County	1927	2	1839	505	193	132	1009	34	27	43
Washington Jr. College (N)	Pensacola	C. T. Wiggins, Pres.	M	D A <sup>2</sup>	C	County	1949	2	164	104	59	1		7	5	10
Privately controlled																
Edward Waters College (N)	Jacksonville	William B. Stewart, Pres.		D A <sup>2</sup> S	C	A.M.E.	1930	2	306	129	66	70	41	18		18
Florida Christian College	Tampa	James R. Cope, Pres.	M	D A <sup>1</sup>	C	Nonprofit	1946	2	212	102	46	11	53	16		16
Jacksonville Jr. College	Jacksonville	Paul L. Johnson, Pres.	M	D A S	C	Nonprofit	1934	2	1013	284	85	485	159	17	10	20
Orlando Jr. College	Orlando	Addison L. Williams, Pres.	M	D A <sup>1</sup>	C	Nonprofit	1941	2	510	311	140	28	31	10	10	13
Webber College	Babson Park	Helen L. Watson, Pres.	M	D A	W	Nonprofit	1927	2	106	25	14		67	7	11	10





Danville Jr. College	Danville	Mary Miller, Dean	M	D A <sup>1</sup>	C	Local	1946	2	244	81	38	125	2	16	8
Elgin Community College	Elgin	Gilbert I. Renner, Dean	M	D A	C	District	1947	2	1740	139	52	632	2	58	22
Joliet Jr. College	Joliet	E. W. Rowley, Dean	M	D A N	C	Local	1901	2	5552	389	160	1015	9888	136	37
LaSalle-Peru-Oglesby Jr. Coll.	LaSalle	Francis H. Dolan, Dir.	M	D A N	C	District	1924	2	377	139	73	8	157	1	28
Lyons Township Jr. College	LaGrange	George S. Olsen, Supt.	M	D A N	C	District	1929	2	345	197	89	56	3	5	33
Moline Community College	Moline	Dwight M. Davis, Dean	M	D A N	C	Local	1946	2	2749	127	64	276	2282	9	43
Morton Jr. College	Cicero	Harold J. White, Dean	M	D A N	C	District	1924	2	698	293	151	31	223	17	27
Thornton Jr. College	Harvey	James L. Beck, Dean	M	D A N	C	District	1927	2	447	321	126	.....	.....	12	13
<i>Privately controlled</i>															
Felician College	Chicago	Sister Mary Innocenta, Pres.	M	X	W	Catholic	1953	2	82	15	12	55	.....	8	3
Kendall College	Evanston	Wesley M. Westerberg, Pres.	M	D A	C	Methodist	1940	2	157	93	54	7	3	4	14
Lincoln College	Lincoln	Raymond N. Dooley, Pres.	M	D A N	C	Presbyter.	1929	2	194	98	55	7	34	10	13
Mallinckrodt College	Wilmette	Mother Constance, Pres.	M	D <sup>2</sup>	W	Catholic	1918	2	48	3	13	32	.....	1	5
Monticello College	Alton	Russell T. Sharpe, Pres.	M	D A N	W	Nonprofit	1917	2	164	106	58	.....	23	8	26
North Park Coll. & Theol. Sem.	Chicago	Clarence A. Nelson, Pres.	M	D A N	C	Ev. M.C.	1919	2	1111	379	208	81	443	18	39
Peoria Coll. of Bradley Univ.	Peoria	Wilbur W. Grimm, Dean	M	D A N	C	Nonprofit	1946	2	710	121	44	47	.....	9	12
St. Bede Jr. College	Peru	Rt. Rev. Lawrence Vols, Pres.	.....	D A N	M	Catholic	1946	2	20	44	25	1	.....	16	16
Shimer College	Mount Carroll	Francis J. Mullin, Pres.	M	D A N	C	Baptist	1907	4	96	55	40	1	.....	18	1
Springfield Jr. College	Springfield	Andrew A. O'Laughlin, Dean	M	D A N	C	Catholic	1929	2	945	225	97	107	516	25	32

## INDIANA

*Publicly controlled*

Purdue University	Extension Centers	Millard E. Gyte, Dir.	.....	D N	C	State	1945	2	2995	279	195	1317	1204	32	64
Calumet Tech. Ext. Ctr.	Hammond	R. M. Bateman, Dir.	.....	D N	C	State	1945	2	2835	125	71	597	2042	18	45
Fort Wayne Tech. Ext. Ctr.	Fort Wayne	A. W. Collins, Dir.	.....	D N	C	State	1945	2	1272	126	41	947	158	15	89
Indianapolis Tech. Ext. Ctr.	Indianapolis	Robert F. Schwarz, Dir.	.....	D N	C	State	1948	2	611	40	.....	145	426	3	26
Michigan City Tech. Ext. Ctr.	Michigan City	Isaac K. Beckes, Pres.	M	D A	C	County	1878	2	771	189	149	42	391	14	13
Vincennes University	Vincennes	Sister M. Loyola, Dean	.....	D A <sup>2</sup>	W	Catholic	1937	2	46	13	11	22	.....	1	10
<i>Privately controlled</i>															
Ancilla Domini College	Donaldson	Herbert G. Bredemeier, Pres.	M	D A	C	Lutheran	1839	2	184	110	73	1	.....	16	3
Concordia College	Fort Wayne	John W. Erickson, Dir.	.....	D A <sup>1</sup>	C	Nonprofit	1919	2	36	17	13	6	.....	6	.....

## IOWA

*Publicly controlled*

Boone Jr. College	Boone	Dale T. Peer, Dean	.....	D	C	Local	1927	2	299	57	29	2	211	1	14
Burlington College	Burlington	D. D. Stonehocker, Dean	M	D N	C	Local	1939	2	561	126	72	39	324	2	31
Centerville Community College	Centerville	Louis R. Newsham, Dean	M	D A	C	Local	1930	2	148	79	9	.....	60	1	9
Clarinda Jr. College	Clarinda	James C. Browning, Dean	M	D A	C	District	1923	2	640	80	25	130	405	4	7
Clinton Jr. College	Clinton	Paul B. Sharar, Dean	M	D A	C	District	1946	2	98	49	27	3	19	2	22

Institution	Location	Administrative Head	Membership	Accred-itation	Type	Control or Affiliation	Years Included	Students, 1954-55				Faculty 1954-55				
								Total	Fresh.	Soph.	Spec-ials	Adults	Full-Port-ent Time	Equi-val-ent Full-Time		
Privately controlled																
Creston Jr. College	Creston	J. Parker Bogue, Dean	M	D A	C	State	1926	2	478	60	22	163	233	2	20	11
Eagle Grove Jr. College	Eagle Grove	C. E. Thorson, Dean	M	D A	C	Local	1928	2	342	56	28	35	223	2	18	8
Ellsworth College	Iowa Falls	E. J. Aalberts, Dean	M	D A	C	Local	1929	2	446	60	39	70	277	3	11	8
Emmetsburg Jr. College	Emmetsburg	R. K. Langer, Supt.	M	D A	C	District	1930	2	229	46	15	3	165	1	11	6
Estherville Jr. College	Estherville	Walter B. Hammer, Dean	M	D A	C	District	1924	2	611	61	32	24	2200	1	11	15
Fort Dodge Jr. College	Fort Dodge	Paul Seydel, Dir.	M	D A	C	District	1921	2	2391	134	33	24	2200	1	13	5
Keokuk Community College	Keokuk	James A. McKinstry, Dean	M	D A	C	Local	1953	2	148	44	20	13	71	1	13	5
Marshalltown Jr. College	Marshalltown	B. R. Miller, Prin.	M	D A	C	Local	1927	2	746	74	26	646	14	14	16	16
Mason City Jr. College	Mason City	Clifford H. Beem, Dean	M	D A	C	District	1918	2	2061	197	103	155	1606	13	11	16
Muscatine Jr. College	Muscatine	James F. Loper, Dean	M	D A	C	Local	1929	2	428	78	39	54	257	5	7	7
Webster City Jr. College	Webster City	A. W. Langerak, Dean	M	D A	C	Local	1926	2	331	58	14	11	248	1	17	5
Publicly controlled																
Graceland College	Lamoni	Edmund J. Gleazer, Jr., Pres.	M	D A	C	R.L.D.S.	1915	2	652	346	233	26	47	28	7	31
Grand View College	Des Moines	Ernest D. Nielsen, Pres.	M	D A	C	Lutheran	1924	2	218	123	51	23	21	15	4	17
Mount Mercy Jr. College	Cedar Rapids	Sister Mary Ildephonse, Pres.	M	D A	C	Catholic	1928	2	229	75	40	90	24	33	4	35
Mount Saint Clare College	Clinton	Mother M. Regis Cleary, Pres.	M	D A	C	Catholic	1918	2	209	80	99	25	5	15	10	18
Northwestern Jr. College	Orange City	Preston J. Stegenga, Pres.	M	D A	C	Ref.Ch.A.	1928	2	215	101	47	67	20	5	22	22
Ottumwa Heights Jr. College	Ottumwa	Sister M. A. Kennedy, Dean	M	D A	C	Catholic	1925	2	190	97	54	18	21	19	5	21
Waldorf College	Forest City	Sidney A. Rand, Pres.	M	D N	C	Lutheran	1920	4	245	158	83	4	19	3	20	20
KANSAS																
Publicly controlled																
Arkansas City Jr. College	Arkansas City	K. R. Galle, Dean	M	D A	C	District	1922	2	606	231	125	29	221	10	17	13
Chanute Jr. College	Chanute	Howard A. Jester, Dean	M	D A	C	Local	1936	2	242	115	70	43	14	4	18	12
Colleyville College	Colleyville	Karl M. Wilson, Dean	M	D A	C	Local	1923	2	949	336	216	22	375	18	2	19
Dodge City College	Dodge City	Guy C. Davis, Dean	M	D A	C	District	1935	2	564	156	84	20	304	11	10	15
El Dorado Jr. College	El Dorado	T. H. Aley, Dean	M	D A	C	Local	1927	2	466	223	72	16	135	3	19	11
Fort Scott Jr. College	Fort Scott	C. W. Trogon, Dean	M	D A	C	Local	1919	2	275	150	85	4	36	3	19	11
Garden City Jr. College	Garden City	A. H. Elland, Dean	M	D A	C	District	1919	2	241	118	76	22	25	10	20	23
Highland Jr. College	Highland	W. H. Seaman, Dean	M	D A	C	District	1923	2	172	89	48	20	15	7	1	7
Hutchinson Jr. College	Hutchinson	C. M. Lockman, Dean	M	D A	C	Local	1928	2	468	311	147	10	16	13	21	16
Independence Jr. College	Independence	Floyd Cimoto, Dean	M	D A	C	District	1923	2	318	209	95	14	2	24	15	8
Iola Jr. College	Iola	Charles E. Smith, Dean	M	D A	C	District	1923	2	177	99	62	16	3	22	8	20
Kansas City Jr. College	Kansas City	C. W. Harvey, Dean	M	D A	C	Local	1923	2	532	366	155	11	18	7	20	13
Parsons Jr. College	Parsons	Charles E. Thiebaud, Dean	M	D A	C	District	1923	4	519	216	89	28	186	2	27	13
Pratt Jr. College	Pratt	Ellsworth R. Briggs, Dean	M	D A	C	Local	1938	2	540	112	46	60	322	7	10	10

*Privately controlled*

Central College.....McPherson  
Donnelly College.....Kansas City  
Friends Bible College.....Haviland  
Hesson College & Bible School.....Hesson  
Mission College.....Miltonvale  
Miltonvale Wesleyan College.....Miltonvale  
Sacred Heart College.....Winchita  
St. Johns College.....Winfield  
Ursuline College of Paola.....Paola

**KENTUCKY***Publicly controlled*

Ashland Jr. College.....Ashland  
Paducah Jr. College.....Paducah

*Privately controlled*

Bethel College.....Hopkinsville  
Campbellville College.....Campbellville  
Caneby Junior College.....Pippapass  
Cumberland College.....Williamsburg  
Lees Jr. College.....Jackson  
Lindsey Wilson College.....Columbia  
Loretto Jr. College.....Nerinx  
Midway Jr. College.....Midway  
Pikeville Jr. College.....Pikeville  
St. Catherine Jr. College.....St. Catherine  
Sue Bennett College.....London

**LOUISIANA***Publicly controlled*

F. T. Nichols Jr. College of LSU.....Thibodaux

**MAINE***Privately controlled*

Oblate College and Seminary.....Bar Harbor  
Portland Junior College.....Portland  
Ricker College.....Houlton  
Westbrook Jr. College.....Portland

**MARYLAND***Publicly controlled*

Baltimore College.....Baltimore  
Carver Jr. College.....Rockville

G. Edgar Whiteman, Pres.	M	D A	C	Free Meth.	1914	2	68	33	30	5	10	4	11
Sister Jerome Keller, Pres.	M	D A	C	Catholic	1949	2	453	185	91	27	150	6	13
Sheldon C. Jackson, Pres.	D	D	C	Friends	1927	2	55	28	13	14	6	2	7
Roy D. Roth, Pres.	M	D A	C	Menonite	1915	2	125	74	35	1	15	1	8
Wesley L. Knapp, Pres.	M	D A	C	Wes. Meth.	1909	2	78	33	19	9	17	11	3
Sister M. Hilary, Pres.	M	D A	C	Catholic	1933	2	186	44	34	40	68	6	11
Carl S. Munding, Pres.	M	D A	C	Lutheran	1922	2	315	144	141	10	20	30	3
Mother Cecelia Kohler, Pres.	M	D A	W	Catholic	1924	2	129	40	44	45	20	13	2
Clyde Lewis, Dean	M	D A <sup>2</sup> S	C	Local	1938	2	344	207	112	25	8	4	10
R. G. Matheson, Pres.	M	D S	C	Local	1932	2	371	161	78	58	74	8	12
W. Edwin Richardson, Pres.	M	D A S	C	Baptist	1916	2	224	109	53	10	52	11	5
John W. Carter, Pres.	M	D A S	C	Baptist	1924	2	361	211	105	30	15	18	2
Alice S. G. Lloyd, Dir.	M	D A S	C	Nonprofit	1923	2	200	122	76	2	9	8	13
J. M. Boswell, Pres.	M	D A S	C	Baptist	1917	2	543	296	205	42	15	11	20
R. G. Landolt, Pres.	M	D A S	C	Presbyter.	1927	2	282	179	103	4	8	5	10
John B. Harton, Pres.	M	D A S	C	Methodist	1923	2	261	170	87	4	11	2	12
Mother Mary L. Tobin, Pres.	M	D A	W	Catholic	1934	2	140	33	56	51	5	4	7
Lewis A. Pipor, Pres.	M	D A S	W	Disc. Chr.	1944	2	42	22	19	1	31	19	10
A. A. Page, Pres.	M	D A S	C	Presbyter.	1931	2	350	236	76	38	16	10	19
Mother Mary Julia, Pres.	M	D A	C	Catholic	1931	2	175	87	83	5	11	2	12
Miss Oscie Sanders, Pres.	M	D A S	C	Methodist	1922	2	131	96	30	5	11	2	12

Charles C. Elkins, Dean	M	D A S	C	State	1948	2	259	188	71	21	2	2	22
L. V. Theriault, Rector	X	X	M	Catholic	1941	2	39	10	16	13	5	5	5
Luther I. Bonney, Dean	M	D A <sup>2</sup>	M	Nonprofit	1933	2	184	117	54	13	9	5	10
Robert L. Willett, Pres.	M	D E	C	Nonprofit	1926	2	81	44	21	16	13	2	14
Milton D. Proctor, Pres.	M	D A E	W	Nonprofit	1925	2	297	162	110	13	12	23	7

Chester H. Katenkamp, Dean	M	D A	C	Local	1947	2	677	283	135	32	227	22	7
Parlett L. Moore, Dean	M	D A	C	County	1950	2	70	27	10	24	9	16	6

Institution	Location	Administrative Head	Membership	Accred- itation	Type	Control or Affiliation	Organ- ized as a Jr. Col.	Students, 1954-55				Faculty 1954-55			
								Total	Fresh.	Soph.	Spec- ials	Adults	Full- Time	Part- Time	
Hagerstown Jr. College	Hagerstown	Atlee C. Kepler, Dean	M D A	C	C	County	1946	2	825	231	32	10	552	10	8
Montgomery Jr. College	Takoma	Donald E. Devo, Dean	M D M	C	C	County	1946	2	461	261	112	88	24	25	29
St. Mary's Seminary Jr. College	St. Mary's City	May Russell, Pres.	M D A	C	C	State	1927	2	115	29	20	3	63	15	15
State Teacher's College	Frostburg	R. Bowen Hardesty, Pres.	D A M	C	C	State	1932	2	84	17	62	5	29	2	30
State Teacher's Coll., J. C. Div.	Salisbury	Wilber Devilbliss, Pres.	D A	C	C	State	1935	2	260	125	19	6	110	2	14
Privately controlled															
Baltimore, J. C. of Univ. of	Baltimore	Theodore H. Wilson, Pres.	M D A <sup>2</sup>	C	C	Nonprofit	1937	2	199	110	88	1	15	12	19
St. Charles College	Catonville	George A. Gleason, Pres.	D M	M	C	Catholic	1926	2	150	77	60	13	14	6	9
Villa Julie Jr. College	Stevenson	Sister Marie Dolores, Pres.	M D	M	W	Catholic	1952	2	55	26	11	18	6	6	9
Xaverian College	Silver Spring	Brother Sylvere, Dean	D A	M	M	Catholic	1932	2	63	35	23	5	9	3	10
MASSACHUSETTS															
Publicly controlled															
Holyoke Jr. College	Holyoke	George E. Frost, Dir.	M D A <sup>2</sup>	C	C	Local	1946	2	288	135	44	78	31	38	11
Newton Jr. College	Newtonville	Leo J. Barry, Prin.	M D	C	C	Local	1946	2	85	64	20	2	27	5	5
Privately controlled															
Bay Path Jr. College	Longmeadow	Thomas G. Carr, Pres.	M D	W	W	Nonprofit	1949	2	155	75	80	10	6	13	13
Becker Jr. College	Worcester	Warren C. Lane, Pres.	M D	C	C	Nonprofit	1943	2	590	360	230	19	11	24	24
Boston University Jr. College	Boston	Harold C. Case, Pres.	M D A Y	C	C	Nonprofit	1949	2	941	659	266	16	37	1	37
Bradford Jr. College	Bradford	Dorothy M. Bell, Pres.	M D E	W	W	Nonprofit	1902	2	302	162	139	1	23	6	26
Burdett College	Boston	C. F. Burdett, Pres.	M D	C	C	Propriet.	1912	2	447	299	148	2	15	1	15
Cambridge Jr. College	Cambridge	Irving T. Richards, Pres.	M D	C	C	Nonprofit	1934	2	33	21	10	2	1	7	4
Chamberlayne Jr. College	Boston	Matthew J. Malloy, Pres.	D	C	C	Nonprofit	1915	2	101	62	39	7	6	10	10
Dean Academy and Jr. College	Franklin	William C. Garner, Pres.	M D A <sup>2</sup>	C	C	Nonprofit	1941	2	164	118	46	20	5	23	23
Endicott Jr. College	Beverly	George O. Bierkoe, Pres.	M D A E	W	W	Nonprofit	1939	2	383	204	156	23	30	11	37
Fisher Jr. College	Boston	Sanford L. Fisher, Pres.	M D	C	W	Nonprofit	1952	2	323	169	154	12	3	13	13
Garland School, a Jr. College	Boston	Gladys Beckett Jones, Pres.	M D A E	W	W	Nonprofit	1947	2	147	74	55	10	8	17	14
Lasell Jr. College	Auburndale	Raymond C. Wass, Pres.	M D E	W	W	Nonprofit	1932	2	587	350	237	41	13	50	50
Leicester Jr. College	Leicester	Paul R. Swan, Pres.	M D A <sup>1</sup>	M	M	Nonprofit	1940	2	48	34	14	4	5	6	6
Nichols Jr. College	Dudley	James L. Conrad, Pres.	M D E	M	M	Nonprofit	1931	2	293	168	125	14	4	16	16
Pine Manor Jr. College	Wellesley	Alfred T. Hill, Pres.	M D E	W	W	Nonprofit	1930	2	244	155	89	23	12	29	29
Worcester Jr. College	Worcester	Harold Bentley, Dir.	M D A E	C	C	Nonprofit	1938	2	1706	345	119	817	425	24	101
MICHIGAN															
Publicly controlled															
Alpena Community College	Alpena	Stanley E. Van Lare, Dir.	M D A	C	C	Local	1952	2	932	92	43	11	786	7	11
Bay City Jr. College	Bay City	Eric J. Bradner, Dean	M D A N	C	C	Local	1922	2	3027	513	234	24	2256	21	18



Community Coll. & Tech. Inst.	Benton Harbor	C. G. Beckwith, Pres.	M	D A	C	District	1946	2	888	205	62	33	621	15	4	17
Ferris Inst. Gen. Col. & Pre-Prof. Div.	Big Rapids	A. J. Dolio, Dean	M	D A <sup>2</sup>	C	State	1953	2	582	397	152	179	42	28	6	34
Flint Jr. College	Flint	Clyde Blocker, Act. Dir.	M	D A N	C	Local	1923	2	1340	911	250	34	24	42	7	45
Gogebic Community College	Ironwood	Jacob A. Solin, Dir.	M	D A N	C	Local	1932	2	174	107	34	9	24	18	7	52
Grand Rapids Jr. College	Grand Rapids	John E. Tirrell, Pres.	M	D A N	C	Local	1914	2	1175	701	338	136	4089	41	161	73
Henry Ford Community College	Dearborn	Fred K. Eshleman, Dean	M	D A N	C	Local	1938	2	7560	622	203	2646	61	47	16	29
Highland Park Jr. College	Highland Park	Grant O. Withey, Dean	M	D A N	C	Local	1918	2	1330	908	361	125	25	10	29	29
Jackson Jr. College	Jackson	William N. Atkinson, Pres.	M	D A N	C	Local	1928	2	713	263	125	325	561	16	23	27
Muskegon Community College	Muskegon	A. G. Umbreit, Dir.	M	D A N	C	District	1926	2	1273	266	198	248	50	779	12	13
Northwestern Michigan College	Traverse City	Preston N. Tanis, Dir.	M	D A <sup>2</sup>	C	District	1951	2	1014	146	39	50	8	161	22	7
Port Huron Jr. College	Port Huron	A. Ross MacLaren, Dean	M	D A N	C	Local	1923	2	556	276	111	139	600	22	34	11
South McComb Community Coll.	Van Dyke	Walter E. Bradley, Dean	M	D	C	Local	1953	2	765	26	.....	.....	.....	.....	.....	.....
<i>Privately controlled</i>																
Spring Arbor Jr. College*	Spring Arbor	Charlie D. Moon, Pres.	M	D A	C	FreeMeth.	1923	2	137	85	45	7	7	2	12	7
Suomi Coll. & Theol. Seminary	Hancock	David T. Halkola, Act. Pres.	M	D A <sup>2</sup>	C	Lutheran	1923	2	113	63	26	17	.....	7	11	13
<b>MINNESOTA</b>																
<i>Publicly controlled</i>																
Austin Jr. College	Austin	Reuben I. Meland, Dean	M	D A	C	District	1940	2	1964	156	44	2	1762	9	3	12
Brainerd Jr. College	Brainerd	J. E. Chalberg, Dean	M	D A	C	District	1938	2	357	72	39	2	244	8	6	14
Ely Jr. College	Ely	I. T. Loso, Dean	M	D A	C	Local	1922	2	766	54	27	.....	685	7	7	10
Evelth Jr. College	Evelth	E. T. Carlstedt, Dean	M	D A N	C	District	1918	2	97	66	30	1	.....	5	15	8
Hibbing Jr. College	Hibbing	John S. Neimaier, Dean	M	D A N	C	District	1916	2	613	180	65	31	337	17	13	22
Itasca Jr. College	Coleraine	Harold E. Wilson, Dean	M	D A	C	District	1922	2	325	95	56	3	171	6	12	12
Rochester Jr. College	Rochester	Charles E. Hill, Dean	M	D A	C	Local	1915	2	2752	175	75	565	1937	19	60	39
Virginia Jr. College	Virginia	Floyd B. Moe, Dean	M	D A N	C	Local	1921	2	1002	152	91	13	746	20	6	22
Worthington Jr. College	Worthington	W. Donald Olsen, Dean	M	D A	C	Local	1936	2	580	80	37	8	455	4	12	10
<i>Privately controlled</i>																
Bethany Lutheran College	Mankato	B. W. Teigen, Pres.	M	A	C	Lutheran	1926	2	78	50	24	4	.....	9	6	12
Concordia College	St. Paul	W. A. Pochler, Pres.	M	A	C	Lutheran	1905	2	235	150	83	.....	2	9	7	12
<b>MISSISSIPPI</b>																
<i>Publicly controlled</i>																
Coahoma Jr. College (N)	Clarksdale	Benjamin F. McLaurin, Pres.	M	D	C	State	1949	2	330	79	138	.....	103	7	1	8
Copiah-Lincoln Jr. College	Wesson	James M. Ewing, Pres.	M	D A S.	C	Jt. County	1928	2	489	235	163	8	83	17	18	27
East Central Jr. College	Decatur	W. A. Vincent, Pres.	M	D A S	C	County	1928	4	760	302	187	208	63	36	4	38
East Mississippi Jr. College	Scobha	R. A. Harbourn, Pres.	M	D A S	C	District	1927	2	262	150	87	3	22	20	2	21
Hinds Jr. College	Raymond	G. M. McLendon, Pres.	M	D A S	C	Jt. County	1922	2	342	329	163	6	73	13	21	24
Holmes Jr. College	Goodman	C. W. Loran, Pres.	M	D A S	C	Jt. County	1925	2	571	205	112	25	.....	27	27	27
Itawamba Jr. College	Fulton	Philip A. Sheffield, Pres.	M	D A S	C	Loca <sup>1</sup>	1948	2	690	337	225	128	.....	24	15	32

\* No report received. Data for 1955 Directory.

Institution	Location	Administrative Head	Membership	Accred- itation	Type	Control or Affiliation	Organ- ized as a Jr. Coll.	Students, 1954-55				Faculty 1954-55			
								Total	Fresh.	Soph.	Spec- ials	Adults	Full- Time	Part- Time	Equi- valent Full- Time
Jones County Jr. College	Ellisville	J. B. Young, Pres.	M	DAS	C	District	1927	2	1147	601	322	224	42	4	46
Meridian Jr. College	Meridian	J. O. Carson, Dir.	M	DAS	C	Local	1937	4	699	158	67	5	55	5	57
Northeast Mississippi Jr. College	Booneville	Ben W. Jones, Pres.	M	DA	C	State	1948	2	1027	254	176	137	460	30	33
Northwest Mississippi Jr. College	Senatobia	R. D. McLendon, Pres.	M	DS	C	State	1927	2	413	237	111	20	45	21	21
Pearl River Jr. College	Poplarville	G. H. Johnstone, Pres.	M	DAS	C	Jt. County	1922	2	570	252	137	151	30	36	36
Perkinson Jr. College	Perkinson	J. J. Hayden, Jr., Pres.	M	DAS	C	Jt. County	1926	2	546	266	138	65	77	23	1
Southwest Mississippi Jr. College	Summit	H. T. Huddleston, Pres.	M	DA	C	Jt. County	1927	2	378	148	87	3	140	18	3
Sunflower Jr. College	Moorhead	W. B. Horton, Pres.	M	DS	C	Jt. County	1926	2	326	173	112	2	39	28	28
Privately controlled															
All Saints Episcopal Jr. College	Vicksburg	W. G. Christian, Rector	...	DA	W	Episcopal	1909	2	19	10	1	3	5	12	3
Clarke Memorial College	Newton	W. L. Compere, Pres.	M	DAS	C	Baptist	1918	2	667	230	136	86	215	18	2
Gulf Park College	Gulfport	William G. Dwyer, Pres.	M	DAS	W	Nonprofit	1921	4	205	111	63	31	27	11	5
Mary Holmes Jr. College (N)	West Point	Harry A. Brandt, Pres.	...	D <sup>1</sup>	C	Presbyter.	1932	2	222	45	8	1	168	1	23
Okolona College (N)	Okolona	W. Milan Davis, Pres.	...	DA	C	Episcopal	1932	2	67	43	24	...	23	...	12
Piney Woods Jr. College (N)	Piney Woods	Laurence C. Jones, Pres.	...	D <sup>2</sup>	C	Nonprofit	1935	2	52	32	20	...	12	11	3
Prenitiss Institute (N)	Prenitiss	Mrs. J. E. Johnson, Pres.	...	D	C	Nonprofit	1939	2	44	38	6	...	...	...	13
Wood Jr. College	Mathison	Charles T. Morgan, Pres.	M	D	C	Methodist	1927	4	118	73	32	13	10	4	13
MISSOURI															
Publicly controlled															
Flat River, Jr. College of	Flat River	Arthur W. Mullens, Dean	M	DA	C	District	1922	2	282	145	92	4	41	5	15
Harris Teachers College	St. Louis	Charles A. Naylor, Pres.	M	DN	C	Local	1930	2	633	471	162	...	55	...	55
Jefferson City Jr. College	Jefferson City	Joe Nichols, Jr., Dean	M	DAN	C	District	1926	2	392	96	40	3	253	32	32
Joplin Jr. College	Joplin	Maurice L. Litton, Dean	M	DAN	C	Local	1938	2	936	295	138	104	399	25	10
Kansas City Jr. College of	Kansas City	Miles G. Blum, Dean	M	DAN	C	Local	1915	2	3594	906	389	20	2269	38	42
Moberly Jr. College	Moberly	James R. Chevalier, Dean	M	DA	C	District	1927	2	348	96	50	1	201	5	12
St. Joseph Jr. College	St. Joseph	Nelle Blum, Dean	M	DAN	C	District	1915	2	456	285	171	...	19	1	19
Trenton Jr. College	Trenton	S. M. Rissler, Supt.	M	D	C	Local	1925	2	81	52	21	3	5	3	8
Privately controlled															
Christian College	Columbia	J. C. Miller, Pres.	M	DAN	W	Disc. Chr.	1913	2	540	198	118	154	70	10	33
Cotley College	Nevada	Blanche H. Dow, Pres.	M	DAN	W	Nonprofit	1912	2	224	135	79	10	27	2	28
Hannibal-La Grange College	Hannibal	L. A. Foster, Pres.	M	DA	C	Baptist	1858	2	582	162	113	16	291	13	8
Kemper Military School	Boonville	Frederick Marston, Dean	M	DAN	M	Propriet.	1923	2	83	50	33	...	3	10	8
St. Louis Prep. Seminary	St. Louis	V. Rev. Edward F. Riley, Rector	M	DA	M	Catholic	1900	2	99	51	48	...	3	12	8
St. Mary Jr. College	O'Fallon	Mother M. Borgia, Pres.	...	D <sup>1</sup> A <sup>2</sup>	W	Catholic	1921	3	17	12	4	1	...	2	6

St. Paul's College.....	Concordia	Lambert H. Mehl, Pres.	M	D <sup>2</sup> A <sup>1</sup>	M	Lutheran	1905	2	40	25	15	.....	.....	12	1	12
Southwest Baptist College.....	Bolivar	John W. Dowdy, Pres.	M	D A	M	C Baptist	1878	2	594	283	202	109	.....	21	2	21
Stephens College.....	Columbia	Thomas A. Spragens, Pres.	M	D A N	W	Nonprofit	1911	2	1465	838	592	15	20	222	14	229
Wentworth Military Academy.....	Lexington	Col. J. M. Sellers, Pres.	M	D A N	M	Nonprofit	1923	2	140	92	48	.....	.....	10	7	12
William Woods College.....	Fulton	Tilford T. Swearingen, Pres.	M	D A N	W	Disc. Chr.	1890	2	320	215	105	.....	.....	22	5	26
<b>MONTANA</b>																
<i>Publicly controlled</i>																
Custer County Jr. College.....	Miles City	Kenneth D. Smith, Dean	M	D A	C	County	1939	2	294	36	8	.....	250	1	14	6
Dawson County Jr. College.....	Glendive	W. W. Wetzel, Dean	M	D A	C	County	1940	2	95	19	5	.....	71	2	12	5
Northern Montana College.....	Havre	L. O. Brockmann, Pres.	M	D A W	C	State	1929	2	643	270	210	163	.....	34	3	34
<b>NEBRASKA</b>																
<i>Publicly controlled</i>																
Fairbury College.....	Fairbury	F. Don Maclay, Pres.	M	D A	C	District	1941	2	427	125	58	146	98	5	15	11
McCook College.....	McCook	Ralph G. Brooks, Pres.	M	D A	C	District	1926	2	370	202	125	12	31	7	10	12
Norfolk Jr. College.....	Norfolk	Allen P. Burkhardt, Pres.	.....	D A	C	District	1942	2	308	125	52	39	92	7	20	16
Scottsbluff Jr. College.....	Scottsbluff	Frank J. Kleager, Dean	M	D A	C	District	1932	2	908	166	86	95	561	15	10	17
<i>Privately controlled</i>																
Luther Jr. College & Academy.....	Wahoo	Theodore E. Johnson, Pres.	.....	D <sup>2</sup> A	C	Lutheran	1925	2	159	65	36	26	32	14	4	16
<b>NEVADA</b>																
<i>Publicly controlled</i>																
Univ. of Nevada, Jr. College.....	Las Vegas	James R. Dickinson, Dean	.....	T	C	State	1954	2	370	107	29	35	199	5	23	16
<b>NEW HAMPSHIRE</b>																
<i>Privately controlled</i>																
Colby Jr. College.....	New London	Eugene M. Austin, Pres.	M	D A E	W	Nonprofit	1928	2	461	249	211	1	.....	43	.....	43
<b>NEW JERSEY</b>																
<i>Publicly controlled</i>																
Jersey City Jr. College.....	Jersey City	George M. Maxwell, Dean	M	D A M	C	Local	1946	2	653	99	42	491	21	11	20	18
Trenton Jr. College.....	Trenton	Henry J. Parcinski, Pres.	M	D	C	Local	1947	2	258	138	60	15	45	16	3	18
<i>Privately controlled</i>																
Assumption Jr. College.....	Mendham	Mother Augustilde, Pres.	M	D <sup>1</sup> X	W	Catholic	1953	2	19	11	7	1	.....	.....	8	4
Centenary Jr. College.....	Hackettstown	Edward W. Seay, Pres.	M	D A M	W	Methodist	1929	2	444	245	199	.....	36	2	37	2
Highland Manor Jr. College.....	W. Long Branch	Eugene H. Lehman, Pres.	.....	.....	W	Propriet.	1928	2	18	16	2	.....	.....	4	2	2
Immaculate Conception Jr. Coll.....	Lodi	Rev. Mother Antoinette, Pres.	M	D <sup>1</sup> X	W	Catholic	1941	2	43	26	10	7	.....	4	4	6
Monmouth Jr. College.....	Long Branch	Edward G. Schlaefler, Dean	M	D M	C	Nonprofit	1933	2	879	286	54	430	109	21	16	27
St. Joseph's College.....	Princeton	V. Rev. Daniel Mundy, Pres.	M	D	C	Catholic	1940	2	41	19	20	2	.....	4	6	7
Union Jr. College.....	Cranford	Kenneth C. Mackay, Pres.	M	D	C	Nonprofit	1933	2	724	179	62	483	.....	13	7	19
Villa Walsh Jr. College.....	Morristown	Mother Ninetta Jonata, Pres.	M	D X	W	Catholic	1948	2	72	42	28	2	.....	9	.....	9

Institution	Location	Administrative Head	Membership	Accred-itation	Type	Control or Affiliation	Organ-ized as a Jr. Coll.	Students, 1954-55				Faculty 1954-55				
								Total	Fresh.	Soph.	Spec-ials	Adults	Full-time	Part-time		
NEW YORK																
Publicly controlled																
Auburn Community College	Auburn	Chas. C. Hetherington, Pres.	D	D	C	Local	1953	2	403	79	39	35	250	10	14	12
Broome County Tech. Inst.	Binghamton	Cecil C. Tyrell, Pres.	M	D	C	County	1946	2	532	193	20	5	314	29	8	33
Erie County Tech. Inst.	Buffalo	Laurence E. Spring, Pres.	M	D	C	Local	1946	2	2024	452	354	3	1215	55	36	65
Fashion Inst. of Technology	New York	Laurence L. Bethel, Pres.	M	D	C	St. Local	1944	2	1260	228	194	50	788	22	44	32
Hudson Valley Tech. Inst.	Troy	Otto V. Guenther, Pres.	M	D	C	County	1953	2	584	261	80	24	243	24	1	24
Jamestown Community College	Jamestown	Frederick Bolman, Jr., Pres.	M	D	C	St. Local	1950	2	271	67	28	55	121	8	9	11
Mohawk Valley Tech. Inst.	Utica	Albert V. Payne, Pres.	M	D	C	State	1946	2	301	173	122	6	34	34	34	34
New York City Com. Col. of Ap. & S.	Brooklyn	Otto Klitgord, Pres.	M	D	C	St. Local	1947	2	4519	1545	998	1927	49	151	56	170
Orange County Community Coll.	Middletown	Edwin H. Miner, Pres.	M	D	C	County	1950	2	1832	366	148	72	1246	45	5	66
State University of New York			M	D	C	State	1942	2	1962	603	444	95	820	60	20	66
Agricultural & Technical Inst.	Alfred	Paul B. Orvis, Dir.	M	D	M	State	1937	2	757	246	156	...	355	38	2	39
Agricultural & Technical Inst.	Canton	Albert E. French, Dir.	M	D	M	State	1937	2	236	131	101	4	25	1	25	1
Agricultural & Technical Inst.	Delhi	William Kennaugh, Act. Dir.	M	D	M	State	1908	2	543	281	215	32	15	45	1	45
Agricultural & Technical Inst.	Morrisville	Malcolm B. Galbreath, Dir.	M	D	M	State	1935	2	7288	775	526	12	5975	132	75	188
Agricultural & Technical Inst.	Farmingdale	Halsey B. Knapp, Dir.	M	D	M	State	1937	2	300	184	116	...	19	2	20	20
Inst. of Agr. E.	Cobleskill	Ray L. Wheeler, Dir.	M	D	M	State	1937	2	300	184	116	...	19	2	20	20
Westchester Co. Community College	White Plains	Philip C. Martin, Pres.	M	D	C	County	1946	2	1538	333	223	982	38	16	46	46
Privately controlled																
Bennett Jr. College	Millbrook	Miss Courtney Carroll, Pres.	M	D	M	Nonprofit	1936	2	236	125	111	...	34	4	35	35
Briarcliff Jr. College	Briarcliff Manor	Mrs. Clara M. Tead, Pres.	M	D	M	Nonprofit	1933	2	241	143	97	1	18	6	21	12
Cazenovia Jr. College	Cazenovia	Isabel Dewey Phisterer, Pres.	M	D	M	Nonprofit	1934	2	152	91	59	1	8	17	12	12
Concordia Collegiate Inst.	Bronxville	Albert E. Meyer, Pres.	M	D	M	Lutheran	1936	2	126	71	54	1	9	9	9	9
Dominican Jr. Coll. of Blauvelt	Blauvelt	Mother Geraldine, Pres.	M	D	M	Catholic	1952	3	88	25	48	15	7	1	7	7
Epiphany Apostolic College	Newburg	Francis X. Dalsey, Pres.	M	D	M	Catholic	1889	2	17	5	5	7	7	1	7	7
Finch College	New York	Roland R. De Marco, Pres.	M	D	M	Nonprofit	1937	2	153	94	57	2	27	15	33	33
Holy Cross Prep. Seminary	Dunkirk	Boniface Buckley, Rector	M	D	M	Catholic	1930	2	42	23	16	3	9	9	9	9
LaSalette Seminary	Altamont	P. J. O'Hara, Pres.	M	D	M	Catholic	1953	2	24	9	15	...	5	2	6	10
Mercy Jr. College	Tarrytown	Mother Mary Jeanne, Pres.	M	D	M	Catholic	1950	3	55	28	16	11	1	34	10	10
Packer Collegiate Inst.	Brooklyn	Paul David Shafer, Pres.	M	D	M	Nonprofit	1919	2	39	22	17	...	2	18	10	19
Paul Smith's College	Paul Smiths	Chester L. Buxton, Pres.	M	D	M	Nonprofit	1946	2	251	160	91	...	16	6	11	19
St. Joseph's Seraphic Seminary	Callicoon	Cassian J. Kirk, Pres.	M	D	M	Catholic	1937	2	104	28	41	35	11	...	11	11
St. Thomas Aquinas College	Sparkill	Mother Mary Kevin, Dean	M	D	M	Catholic	1952	2	78	27	5	46	3	6	6	12
Walter Harvey Jr. College	New York	Robert L. Lincoln, Pres.	M	D	C	YMCA	1946	2	217	5	2	60	150	2	17	12

## NORTH CAROLINA

## Publicly controlled

Asheville-Biltmore College..... Asheville  
 Carver College (N)..... Charlotte  
 Charlotte College..... Charlotte  
 Gaston Technical Inst..... Gastonia  
 Wilmington College..... Wilmington

## Privately controlled

Brevard College..... Brevard  
 Campbell College..... Buie's Creek  
 Chowan Jr. College..... Murfreesboro  
 Gardner-Webb College..... Bowling Springs  
 Immanuel Lutheran College (N)..... Greensboro  
 Lees-McRae College..... Banner-Elk  
 Louisburg College..... Louisburg  
 Mars Hill College..... Mars Hill  
 Mitchell College..... Statesville  
 Oak Ridge Military Inst..... Oak Ridge  
 Peace College..... Raleigh  
 Pineland Col. & Edwards Mil. Inst..... Salenburgh  
 Presbyterian Jr. College..... Maxton  
 Sacred Heart Jr. College..... Belmont  
 St. Mary's Jr. College..... Raleigh  
 Warren Wilson College..... Swannanoa  
 Wingate College..... Wingate

## NORTH DAKOTA

## Publicly controlled

Bismarck Jr. College..... Bismarck  
 Devils Lake Jr. College..... Devils Lake  
 N. Dakota School of Forestry..... Bottineau  
 N. Dakota St. School of Science..... Wahpeton

## OHIO

## Publicly controlled

Univ. of Toledo Jr. College..... Toledo

## Privately controlled

Franklin Univ., Jr. College of..... Columbus  
 Ohio Mechanics Inst..... Cincinnati  
 Salmon P. Chase Coll., J.C. Div..... Cincinnati  
 Sinclair College..... Dayton

\* Faculty of University of Toledo. Junior College faculty not separated.

Glenn L. Bushey, Pres.	M	D A	C	Local	1927	2	513	115	60	221	117	10	11	14
Edward H. Brown, Dir.	M	D	C	Local	1949	2	151	89	44	1	17	5	28	9
Miss Bonnie E. Cone, Dir.	M	D A	C	Local	1946	2	668	108	32	241	287	2	32	10
James I. Mason, Dir.	M	D A S	C	State	1952	1	284	178	57	128	519	14	10	17
William M. Randall, Dean	M	D A S	C	County	1947	2	882	178	70	39	16	3	17	
Robert Henry Stamey, Pres.	M	D A S	C	Methodist	1883	2	237	128	121	220	145	30	1	30
Leslie Campbell, Pres.	M	D A S	C	Baptist	1926	2	715	229	121	220	145	30	1	30
F. Orion Mixon, Pres.	M	D A S	C	Baptist	1935	2	301	153	74	3	71	23	2	24
P. L. Elliott, Pres.	M	D A S	C	Baptist	1828	2	1317	207	87	132	891	19	7	22
Wm. H. Kampschmidt, Pres.	M	D A S	C	Lutheran	1931	2	26	14	12	12	8	3	8	3
Fletcher Nelson, Pres.	M	D A S	C	Presbyter.	1929	2	316	189	127	17	2	18	2	18
Samuel H. Holton, Pres.	M	D A S	C	Methodist	1915	2	224	166	41	17	16	2	17	17
Hoyt Blackwell, Pres.	M	D S	C	Baptist	1921	2	991	571	377	43	39	7	44	16
John Montgomery, Pres.	M	D A S	C	Presbyter.	1922	2	161	58	30	73	16	1	16	16
Col. T. O. Wright, Pres.	M	D A S	C	Nonprofit	1933	2	57	36	21	18	2	19	16	19
William C. Pressly, Pres.	M	D A S	C	Presbyter.	1917	2	218	119	56	43	15	4	17	17
W. J. Blanchard, Pres.	M	D A S	C	Nonprofit	1926	2	139	58	33	48	2	5	7	7
Louis C. La Motte, Pres.	M	D A S	C	Presbyter.	1929	2	276	78	31	36	131	13	7	14
Sister M. Maura, Pres.	M	D	C	Catholic	1935	2	190	96	89	5	8	10	13	13
Richard G. Stone, Pres.	M	D A S	C	Episcopal	1918	2	203	142	61	24	4	26	26	26
Arthur M. Bannerman, Pres.	M	D A S	C	Presbyter.	1942	2	159	96	60	2	1	12	9	14
Budd E. Smith, Pres.	M	D A S	C	Baptist	1923	2	361	186	88	87	19	2	2	20
Sidney J. Lee, Dean	M	A	C	Local	1939	2	606	249	64	19	274	10	24	16
F. H. Gilliland, Pres.	M	A	C	Local	1941	2	75	20	15	35	5	3	9	5
C. N. Nelson, Pres.	M	A	C	Local	1925	2	166	104	31	7	24	9	5	11
G. W. Haverly, Pres.	M	A	C	Local	1903	2	914	624	228	8	54	50	6	53
Asa S. Knowles, Pres.	M	D A N	C	Local	1938	2	328	52	15	7	254	175*	80	202
Joseph F. Fresch, Dir.	M	D	C	YMCA	1918	2	1786	138	92	738	818	4	33	24
Kenneth R. Miller, Pres.	M	D	C	Nonprofit	1919	2	2184	187	87	1910	16	85	45	45
Richard L. Stanley, Dean	M	D	C	YMCA	1936	2	535	143	143	392	2	19	12	12
C. C. Bussey, Dir.	M	D	C	YMCA	1924	2	1195	54	7	1028	106	2	73	21



Institution	Location	Administrative Head	Membership	Accred-itation	Type	Control or Affiliation	Years Included	Students, 1954-55				Faculty 1954-55			
								Total	Fresh.	Soph.	Spec. clds	Adults	Full- Time	Part- Time	Equiva- lent Full- Time
Tiffin University	Tiffin	Richard C. Pfeiffer, Pres.	M	M D <sup>2</sup> A	C	Nonprofit	1924	154	66	36	2	50	5	4	7
Urbana Jr. College	Urbana	Edward F. Memmott, Pres.	...	D A <sup>2</sup>	C	Chof N.J.	1927	311	7	...	...	304	...	9	5
<b>OKLAHOMA</b>															
<i>Publicly controlled</i>															
Altus Jr. College	Altus	A. G. Steele, Dean	...	D	C	State	1926	96	35	7	...	54	1	9	4
Cameron State Agri. College	Lawton	C. Vernon Howell, Pres.	M	D A	C	State	1927	1163	395	225	42	501	33	24	38
Conners State Agri. College	Warner	Jacob Johnson, Pres.	M	D A	C	State	1927	378	196	87	95	...	22	...	...
Eastern Oklahoma A&M College	Wilburton	E. T. Dunlap, Pres.	M	D A M	C	State	1927	855	415	264	176	...	22	6	25
El Reno College	El Reno	Paul R. Taylor, Supt.	M	D A	C	Local	1938	48	40	8	...	...	22	8	2
Murray State School of Agri.	Fishomingo	Clive E. Murray, Pres.	M	D A	C	State	1938	421	196	88	137	...	22	2	23
Muskogee Jr. College	Muskogee	Bessie M. Huff, Dean	M	D A	C	Local	1920	302	98	42	...	162	2	21	13
Northeastern Oklahoma A&M	Miami	Bruce G. Carter, Pres.	M	D A N	C	State	1919	874	367	182	6	319	28	8	32
Northern Oklahoma Jr. College	Tonkawa	V. R. Easterling, Pres.	M	D A N	C	State	1920	633	306	108	219	...	21	4	23
Oklahoma Military Academy	Claremore	Col. H. M. Ledbetter, Pres.	M	D A N	M	State	1923	111	69	42	...	...	21	4	22
Poteau Jr. College	Poteau	Elbert L. Costner, Supt.	...	D A	C	Local	1942	492	282	185	25	...	6	18	15
Sayre Jr. College	Sayre	Arch B. Alexander, Supt.	M	D A	C	Local	1938	175	80	30	40	25	3	11	5
Seminole Jr. College	Seminole	O. D. Johns, Supt.	...	D A	C	District	1931	86	75	11	...	...	...	11	3
<i>Privately controlled</i>															
Bacone College (Indian)	Bacone	Roger Getz, Act. Pres.	M	D A	C	Baptist	1929	126	72	53	1	...	3	15	11
Central Christian College	Bartlesville	James O. Baird, Pres.	M	D A	C	Nonprofit	1950	211	126	40	15	30	9	6	12
St. Gregory's Jr. College	Shawnee	Philip A. Berning, Pres.	...	D <sup>2</sup>	M	Catholic	1914	13	7	6	...	...	4	5	6
<b>OREGON</b>															
<i>Publicly controlled</i>															
Central Oregon Community Coll.	Bend	Don P. Pence, Dir.	M	A	C	District	1949	254	93	6	36	119	5	12	10
Oregon Technical Inst.	Oretech	Winston D. Purvine, Dir.	M	D	C	State	1947	1108	775	333	...	...	68	6	71
<i>Privately controlled</i>															
Concordia College	Portland	Thomas Coates, Pres.	...	D <sup>2</sup> A <sup>1</sup>	C	Lutheran	1950	44	13	31	...	...	11	1	12
Multnomah College	Portland	John S. Griffith, Pres.	M	D W	C	Nonprofit	1931	1366	123	51	1192	...	26	41	41
<b>PENNSYLVANIA</b>															
<i>Publicly controlled</i>															
Hershey Jr. College	Hershey	Varnum Fenstermacher, Dean	M	D A M	C	Local	1938	121	83	35	3	...	9	8	13
Pennsylvania State University	Allentown	Walter C. Stewart, Adm. Head	...	D A	C	State	1953	1034	37	23	...	974	6	78	30

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Alcoons Undergrad. Center	Alcoons	Robert E. Eiche, Adm. Head	D A	C	State	1939	2	1243	227	116	900	27	52	34
DuBois Undergrad. Center	DuBois	Donald S. Hiller, Adm. Head	D A	C	State	1935	2	720	66	24	630	6	24	15
Erie Undergrad. Center	Erie	Irvine H. Koeck, Adm. Head	D A	C	State	1948	1	1226	133	39	1054	20	45	35
Hazleton Undergrad. Center	Hazleton	Frank C. Kostos, Adm. Head	D A	C	State	1934	2	724	150	106	468	17	17	20
McKeesport Undergrad. Center	McKeesport	Daniel T. Hopkins, Adm. Head	D A	C	State	1953	2	2511	74	34	2403	9	116	22
Ogontz Undergrad. Center	Ogontz	Coleman Herpel, Adm. Head	D A	C	State	1949	2	4160	358	203	3599	46	140	70
Pottsville Undergrad. Center	Pottsville	Henry I. Herring, Adm. Head	D A	C	State	1934	2	390	130	91	169	14	13	20
Scranton Undergrad. Center	Scranton	Walter P. Dickinson, Adm. Head	D A	C	State	1953	2	603	60	32	511	6	32	18
Wilkes-Barre Undergrad. Cr.	Wilkes-Barre	Walter P. Dickinson, Adm. Head	D A	C	State	1953	2	526	78	59	389	9	36	14
York Undergrad. Center	York	John B. Menaker, Adm. Head	D A	C	State	1953	2	1982	47	20	1915	5	75	20

## Privately controlled

Acad. of New Church Jr. Coll.	Bryn-Athyn	Eldric S. Klein, Dean	D A M	C	Ch. of N.J.	1924	2	96	29	17	11	39	6	10
Com. Coll. & Tech. Inst. of Temple U.	Philadelphia	William A. Schrag, Dean	D A M	C	Nonprofit	1947	2	289	100	75	1	113	12	10
Eastern Pilgrim College	Allentown	R. D. Gunsalus, Pres.	M D A	C	Phil. Hol.	1943	2	43	16	27	8	3	9	9
Gwynedd-Mercy Jr. College	Gwynedd Valley	Sister Mary Gregory, Dean	M D A <sup>2</sup> X	W	Catholic	1948	2	110	54	56	7	16	12	25
Harcum Jr. College	Bryn Mawr	Philip Klein, Pres.	M D A <sup>1</sup>	W	Nonprofit	1915	2	144	101	43	13	12	12	15
Johnstown Cr. U. of Pittsburgh	Johnstown	George W. Hoffman, Dir.	D A M	C	Nonprofit	1927	2	586	261	118	63	144	27	5
Keystone Jr. College	La Plume	Blake Tewksbury, Pres.	D A M	C	Nonprofit	1934	2	235	149	86	16	7	20	20
Mount Aloysius Jr. College	Gresson	Sister Mary Anne, Dean	M D A <sup>1</sup> M	W	Catholic	1939	2	95	48	37	5	12	10	16
Penn Hall Jr. College	Chambersburg	Sarah W. Briggs, Pres.	M D A	W	Propriet.	1926	2	147	84	63	23	10	28	10
Pa. Sch. Horticulture for Women	Ambler	Jonathan W. French, Jr., Dir.	M D A	W	Nonprofit	1952	2	47	18	24	5	4	12	10
Valley Forge Military Jr. Coll.	Wayne	Milton G. Baker, Supt.	M D A <sup>1</sup>	M	Nonprofit	1937	2	112	73	39	7	4	9	9
Wyomissing Polytechnic Inst.	Wyomissing	T. Glenwood Stoudt, Pres.	D A <sup>1</sup>	M	Nonprofit	1933	2	138	70	68	7	1	7	7
York Jr. College	York	Robert Gates Dawes, Pres.	D A	C	Nonprofit	1941	2	347	162	37	9	139	11	11

## RHODE ISLAND

### Privately controlled

YMCA Institute	Providence	H. W. Schaughency, Dir.	M D A <sup>2</sup>	C	YMCA	1948	2	608	33	13	538	24	3	39
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## SOUTH CAROLINA

### Privately controlled

Anderson College	Anderson	Elmer F. Haight, Pres.	M D <sup>2</sup> A	W	Baptist	1930	2	385	114	53	218	17	6	19
Clinton Jr. College (N)	Rock Hill	Mrs. S. V. Moreland, Pres.	D <sup>2</sup> A	C	A. M. E. Z.	1909	2	100	26	15	10	49	8	8
Friendship Jr. College (N)	Rock Hill	James H. Goudlock, Pres.	D <sup>2</sup> A	C	Baptist	1933	2	230	72	39	9	110	11	2
N. Greenville Jr. College	Tigerville	M. C. Donnan, Pres.	M D <sup>2</sup> A <sup>2</sup>	C	Baptist	1934	2	343	184	100	59	18	18	18
Spartanburg Jr. College	Spartanburg	R. B. Burgess, Pres.	M D <sup>2</sup> A	C	Methodist	1927	2	303	220	82	1	5	6	8
Voorhees School & Jr. College	Denmark	John F. Potts, Pres.	D <sup>2</sup> S	C	Episcopal	1929	2	120	82	38	6	7	7	10
Wesleyan Methodist College	Central	R. Mullinax, Pres.	M D <sup>2</sup> A S	C	Wes. Meth.	1928	2	85	46	33	29	20	3	1
Coastal Carolina Jr. College	Conway	George C. Rogers, Adm. Dir.	D <sup>2</sup> A S	C	Nonprofit	1954	2	83	34	34	29	20	3	1

Institution	Location	Administrative Head	Membership	Accred- itation	Type	Control or Affiliation	Organ- ized as a Jr. Col.	Students, 1954-55				Faculty 1954-55			
								Total	Fresh.	Soph.	Spec- ials	Adults	Full- Time	Part- Time	
<b>SOUTH DAKOTA</b>															
<i>Privately controlled</i>															
Freeman Jr. College	Freeman	Ronald Von Riesen, Pres.	M	D A	C	Mennonite	1927	69	26	10	9	24	2	20	7
Presentation Jr. College	Aberdeen	Mother M. Viator, Pres.	M	A	W	Catholic	1951	2	195	31	16	148	.....	.....	8
Washington Springs College	Washington Springs	George E. Kline, Pres.	M	D A	C	Free Meth.	1918	2	203	50	37	114	2	13	4
<b>TENNESSEE</b>															
<i>Publicly controlled</i>															
Univ. of Tenn., Martin Br.	Martin	Paul Meek, Dean	M	D A S	C	State	1927	2	725	431	287	.....	7	40	2
<i>Privately controlled</i>															
Christian Brothers College	Memphis	Brother L. Thomas, Dean	M	D A S	M	Catholic	1940	2	204	122	72	10	.....	24	7
Freed-Hardeman College	Henderson	H. A. Dixon, Pres.	M	D A <sup>1</sup>	C	Ch. of Chr.	1923	2	468	282	162	24	.....	14	3
Hiwassee College	Madisonville	Horace N. Barker, Pres.	M	D A Y	C	Methodist	1908	4	307	166	80	14	47	14	5
Lee College	Cleveland	R. Leonard Carroll, Pres.	M	A <sup>2</sup>	C	Ch. of God	1941	2	218	136	82	.....	.....	11	11
Martin College	Pulaski	J. Fort Fowler, Pres.	M	D A S Y	C	Methodist	1870	2	179	94	77	8	.....	12	2
Morristown N & I College	Morristown	H. L. Dickason, Pres.	M	D A S Y	C	Methodist	1923	2	114	57	26	14	17	5	6
S. A. Owen Jr. College (N)	Memphis	Levi Watkins, Pres.	P	.....	C	Baptist	1954	2	289	238	.....	5	46	7	9
Swift Memorial Jr. College (N) * Rogersville	Rogersville	R. E. Lee, Pres.	M	D	C	Nonprofit	1929	2	34	14	18	2	.....	4	6
Tennessee Wesleyan College	Athens	LeRoy A. Martin, Pres.	M	D A S Y	C	Methodist	1925	2	414	184	116	15	99	16	14
<b>TEXAS</b>															
<i>Publicly controlled</i>															
Alvin Jr. College	Alvin	Arleigh B. Templeton, Supt.	M	D A	C	Local	1949	4	324	91	32	98	103	22	11
Amarillo College	Amarillo	A. M. Meyer, Pres.	M	D A S	C	Local	1929	2	3515	367	180	897	2071	45	58
Arlington State College	Arlington	E. H. Hereford, Pres.	M	D A S	C	State	1917	2	3474	2086	624	144	620	85	6
Blinn College	Brenham	Thomas M. Spencer, Pres.	M	D A S	C	County	1927	2	868	138	86	25	619	21	3
Cisco Jr. College	Cisco	C. J. Turner, Pres.	M	D A	C	Local	1940	2	235	109	61	30	35	13	.....
Clarendon Jr. College	Clarendon	R. E. Drennen, Dean	M	D A	C	District	1927	2	133	96	37	.....	.....	1	8
Del Mar College	Corpus Christi	E. L. Harvin, Pres.	M	D A S	C	District	1935	2	6870	680	390	2244	3556	76	80
Frank Phillips College	Borger	J. W. Dillard, Pres.	M	D A	C	District	1948	2	626	312	102	212	15	10	21
Gainesville Jr. College	Gainesville	J. H. Parker, Dean	M	D A S	C	Local	1924	2	220	40	30	96	54	3	12
Hardin Jr. College	Wichita Falls	D. L. Ligon, Act. Head	M	D A S	C	Local	1922	2	914	593	210	111	.....	64	12
Henderson County Jr. College	Athens	Orval Firtle, Pres.	M	D A S	C	County	1946	2	721	290	100	82	249	15	8
Houston J. C. of U. of Houston	Houston	A. D. Bruce, Pres.	M	D A	C	Local	1927	2	9759	4424	1653	3682	.....	194	119
Howard County Jr. College	Big Spring	William Anthony Hunt, Pres.	M	D A S	C	County	1946	2	617	158	55	105	299	15	7

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Kilgore College	Cruce Stark, Pres.	M	D A S	C	Un. Dist.	1935	2	1940	732	360	9	839	56	8	60
Laredo Jr. College	W. J. Adkins, Pres.	M	D A	C	Local	1934	2	983	262	102	569	50	37	14	35
Lee Jr. College	George H. Gentry, Pres.	M	D A S	C	District	1947	2	1438	327	98	850	163	20	13	30
Navarro Jr. College	Ray L. Waller, Pres.	M	D A	C	County	1946	2	537	278	155	59	45	18	10	20
Odessa College	Murry H. Fly, Pres.	M	D A S	C	District	1946	2	3146	433	185	860	1668	25	28	32
Pan American College	R. P. Ward, Pres.	M	D A S	C	County	1927	2	897	456	201	212	28	59	3	60
Panola County Jr. College	M. P. Baker, Pres.	M	D A S	C	County	1947	2	218	126	48	41	44	12	2	13
Paris Jr. College	J. R. McLemore, Pres.	M	D A S	C	Un. Dist.	1924	2	642	278	198	41	125	26	6	29
Ranger Jr. College	Price Richard Ashton, Pres.	M	D A S	C	District	1926	2	391	85	66	31	240	13	11	18
St. Philip's College (N)	I. O. Loftin, Pres.	M	D A S	C	Un. Dist.	1927	2	539	181	60	31	267	12	23	38
San Angelo College	R. M. Cavness, Pres.	M	D A S	C	County	1928	2	1447	395	172	170	710	28	20	34
San Antonio College	J. O. Loftin, Pres.	M	D A S	C	County	1925	2	9913	5543	2257	1813	300	55	112	111
Southwest Texas Jr. College	Sterling H. Fly, Pres.	M	D A S	C	Un. Dist.	1946	2	311	111	58	5	137	11	10	16
Tarleton State College	E. J. Howell, Pres.	M	D A S	C	Jt. County	1899	4	1089	569	210	175	135	55	3	57
Temple Jr. College	Newman Smith, Pres.	M	D A S	C	State	1926	2	381	161	116	3	101	10	25	23
Texarkana College	Henry W. Stilwell, Pres.	M	D A S	C	Local	1927	2	909	469	145	232	63	25	12	28
Texas Southmost College	C. J. Garland, Pres.	M	D A S	C	Local	1926	2	1439	286	208	8	937	18	27	27
Tyler Jr. College	Harry E. Jenkins, Pres.	M	D A S	C	District	1926	2	2396	935	618	249	594	69	38	82
Victoria College	J. D. Moore, Pres.	M	D A S	C	County	1925	2	734	266	136	26	306	24	7	28
Weatherford College	Vernon D. Parrott, Pres.	M	D A S	C	County	1921	2	258	77	56	94	31	10	3	12
Wharton County Jr. College	J. M. Hodges, Pres.	M	D A S	C	County	1946	2	660	315	141	29	175	31	7	35
Privately controlled															
Allen Military Academy	N. B. Allen, Jr., Pres.	M	D A	M	Nonprofit	1947	2	129	84	35	10	50	13	3	15
Concordia College	George J. Beto, Pres.	M	A <sup>1</sup>	M	Lutheran	1951	2	98	19	29	7	11	7	11	7
Decatur Baptist College	Otis Strickland, Pres.	M	D A	C	Baptist	1897	2	283	160	88	35	10	2	11	11
Jacksonville College	Gerald G. Keller, Pres.	M	D	C	Baptist	1899	2	173	68	32	73	13	3	15	15
Le Tourneau Tech. Inst.	R. G. Le Tourneau, Pres.	M	D A	M	Nonprofit	1946	2	396	252	138	6	17	4	19	19
Longview College	C. E. Peoples, Pres.	M	D A S	C	Methodist	1912	2	382	178	117	60	27	16	16	16
Our Lady of Victory College	Mother Theresa, Pres.	M	D A S	W	Catholic	1930	2	90	49	19	22	12	6	14	14
Schreiner Institute	Andrew Edington, Pres.	M	D A S	M	Presbyter.	1923	2	212	132	49	31	28	2	29	29
South Texas Jr. College	W. I. Dykes, Dean	M	D A	C	YMC.	1948	2	434	90	54	263	27	6	7	10
Southeastern Bible Institute	M. E. Collins, Pres.	M	D A	C	A. of God	1944	2	192	118	48	14	12	8	4	10
Southwestern Jr. College	C. M. Rees, Pres.	M	D A	C	S. D. Adv.	1914	2	170	116	46	8	4	4	14	11
UTAH															
Publicly controlled															
Carbon College	Aaron E. Jones, Pres.	M	D W	C	State	1938	4	484	296	113	28	47	4	24	15
Dixie Jr. College	Arthur F. Bruhn, Pres.	M	D A W	C	State	1917	2	437	155	100	30	152	4	26	17
Utah State Agr. Col., Snow Br.	Lester B. Whetten, Dir.	M	D W	C	State	1922	2	367	195	87	85	11	13	20	20
Weber College	William P. Miller, Pres.	M	D A W	C	State	1916	2	6100	912	597	1678	2913	77	85	120

\* Report not received. Same data as for 1955.

Institution	Location	Administrative Head	Membership	Accred- itation	Type	Control or Affiliation	Organ- ized as a Jr. Col.	Years Included			Students, 1954-55			Faculty 1954-55		
								Total	Fresh.	Soph.	Spec- ials	Addis	Ful- Time	Part- Time	Equi- valent	
<b>VERMONT</b>																
<i>Privately controlled</i>																
Green Mountain Jr. College	Poultney	Howard C. Ackley, Pres.	M	D A E	W	Nonprofit	1931	2	330	187	143	.....	27	3	28	
Vermont Jr. College	Montpelier	Ralph E. Noble, Pres.	M	D A E	W	Nonprofit	1936	2	186	104	59	23	13	4	15	
<b>VIRGINIA</b>																
<i>Publicly controlled</i>																
Norfolk Dis., Va. St. Coll. (N)	Norfolk	Lyman B. Brooks, Dir.	M	D A S	C	State	1935	2	2224	416	245	1563	57	23	65	
Northern Virginia Univ. Center	Arlington	J. N. G. Finley, Dir.	M	D	C	State	1949	2	1300	756	285	898	1300	70	21	
William & Mary & VPI, Coll. of	Norfolk	Lewis W. Webb, Jr., Dir.	M	D A S	C	State	1930	2	3505	756	285	898	1566	70	40	
<i>Privately controlled</i>																
Averett College	Danville	Curtis V. Bishop, Pres.	M	D A S	W	Baptist	1914	2	307	135	71	9	92	19	5	
Bluefield College	Bluefield	Charles L. Harman, Pres.	M	D A S	C	Baptist	1922	2	257	165	87	2	3	16	3	
Fairfax Hall Jr. College	Waynesboro	William B. Gates, Pres.	M	D A	W	Propriet.	1932	2	167	33	10	124	21	.....	21	
Ferrum Jr. College	Ferrum	C. Ralph Arthur, Pres.	M	D	C	Methodist	1936	2	179	86	42	51	13	4	15	
Loudoun Community College	Leesburg	Hugh H. Darby, Pres.	.....	D	C	Nonprofit	1950	1	100	64	30	2	100	2	6	
Marion College	Marion	John H. Fray, Pres.	M	D A	W	Lutheran	1913	2	96	64	30	2	16	3	17	
Marymount Jr. College	Arlington	Mother M. B. Walsh, Pres.	P	D	W	Catholic	1955	2	133	90	43	.....	8	6	12	
Shenandoah College	Dayton	T. R. Brady, Pres.	M	D A S	C	Ev. U. B.	1923	2	73	36	21	16	.....	5	5	
Southern Sem. & Jr. College	Buena Vista	Margaret D. Robey, Pres.	M	D A	W	Propriet.	1927	4	163	94	69	.....	21	4	22	
Stratford College	Danville	John C. Simpson, Pres.	M	D A	W	Nonprofit	1930	2	230	53	45	76	56	23	3	
Sullins College	Bristol	William T. Martin, Pres.	M	D A S	W	Nonprofit	1917	2	225	142	83	.....	33	33	.....	
Virginia Intermont College	Bristol	Rabun L. Brantley, Pres.	M	D S	W	Baptist	1912	4	357	206	79	37	35	30	2	
Virginia Theol. Sem. & College	Lynchburg	M. C. Allen, Pres.	.....	D	C	Baptist	1886	2	205	75	56	74	.....	6	4	
<b>WASHINGTON</b>																
<i>Publicly controlled</i>																
Centralia Jr. College	Centralia	Frederick C. Kintzer, Dean	M	D A W	C	District	1925	2	990	166	55	19	750	16	6	
Clark College	Vancouver	P. F. Gaiser, Pres.	M	D A W	C	Local	1933	2	2295	434	358	.....	1503	45	50	
Columbia Basin Community Coll.	Pasco	Jack E. Cooney, Dir.	M	D	C	District	1955	2	3678	557	297	18	2806	41	31	
Everett Jr. College	Everett	Frederic T. Giles, Pres.	M	D A W	C	District	1941	2	1333	261	103	21	948	16	5	
Grays Harbor College	Aberdeen	Edward P. Smith, Pres.	M	D A W	C	District	1930	2	1330	224	105	37	964	18	7	
Lower Columbia Jr. College	Longview	Sigurd J. Rislove, Dean	M	D A W	C	District	1934	2	6300	608	208	1662	3822	46	80	
Olympic College	Bremerton	L. J. Elias, Dean	M	D A W	C	District	1946	2	6300	608	208	1662	3822	46	80	
Skagit Valley Jr. College	Mt. Vernon	George Hodson, Dean	M	D A W	C	Un. Dist.	1926	2	1428	195	63	46	1124	13	37	



## JUNIOR COLLEGE DIRECTORY

Wenatchee Jr. College	Wenatchee	James M. Starr, Pres.	M	D A W	C	District	1939	2	1178	242	99	17	820	19	10	23
Yakima Valley Jr. College	Yakima	Harold A. Hoeglund, Dean	M	D A W	C	District	1928	2	1901	480	142	33	1246	25	31	29
Privately controlled																
Tacoma Catholic College	Tacoma	Mother Mary Edwardine, Pres.		A <sup>3</sup>	W	Catholic	1942	2	61	22	4	35	.....	4	4	6
WEST VIRGINIA																
Publicly controlled																
Potomac State College of WVU	Keyser	E. E. Church, Pres.	M	D A N	C	State	1921	2	546	294	210	42	.....	39	1	39
Privately controlled																
Beckley College	Beckley	D. K. Shroyer, Ex. V. Pres.	M	D	C	Nonprofit	1933	2	1057	638	413	6	.....	23	4	25
Greenbrier College	Lewisburg	John F. Montgomery, Pres.	M	D A	W	Nonprofit	1812	4	92	54	15	23	.....	16	.....	16
Greenbrier Military School	Lewisburg	J. M. Moore, Pres.	M	D A	M	Nonprofit	1933	2	58	28	10	20	.....	1	8	5
WISCONSIN																
Publicly controlled																
Milwaukee Voc. Sch., J. C. Div.	Milwaukee	William F. Rasche, Dir.	.....	A	C	Local	1937	2	650	72	4	574	.....	6	8	10
Univ. of Wisconsin Ext. Div.																
Green Bay Extension Center	Green Bay	Roman J. Zorn, Dir.	.....	D A N	C	State	1933	2	220	166	36	18	.....	5	19	11
Kenosha Extension Center	Kenosha	Bernard C. Tallent, Dir.	.....	D A N	C	State	1933	2	260	187	57	16	.....	3	21	10
Manitowoc Extension Center	Manitowoc	Myron J. Lowe, U. Ext. Rep.	.....	D A N	C	State	1933	1	91	82	9	.....	.....	.....	16	5
Marquette Extension Center	Marquette	Joseph J. Gerend, Dir.	.....	D A N	C	State	1936	1	42	40	.....	2	.....	1	7	4
Menasha Extension Center	Menasha	M. C. Graff, U. Ext. Rep.	.....	D A N	C	State	1938	2	126	98	18	10	.....	1	20	7
Milwaukee Extension Center	Milwaukee	George A. Parkinson, Dir.	.....	D A N	C	State	1923	2	5529	1025	377	70	4057	114	85	133
Racine Extension Center	Racine	A. E. May, Dir.	.....	D A N	C	State	1933	2	406	283	105	18	.....	12	24	20
Sheboygan Extension Center	Sheboygan	Myron J. Lowe, U. Ext. Rep.	.....	D A N	C	State	1933	2	109	93	14	2	.....	3	15	7
Wausau Extension Center	Wausau	Henry C. Ahrensbrak, Dir.	.....	D A N	C	State	1933	2	195	157	35	3	.....	7	16	12
Privately controlled																
Concordia College	Milwaukee	Walter W. Suenkel, Pres.	.....	D <sup>2</sup> A	M	Lutheran	1881	2	92	62	30	.....	.....	18	2	18
Salvatorian Seminary	St. Nazianz	Jerome Jacobs, Rector	.....	D <sup>2</sup> X	M	Catholic	1909	2	30	14	16	.....	.....	.....	8	4
WYOMING																
Publicly controlled																
Casper Jr. College	Casper	M. F. Griffith, Dean	M	D A	C	District	1945	2	2405	246	68	84	2007	19	62	33
Northern Wyo. Community Coll.	Sheridan	Richard E. White, Dir.	M	D A	C	District	1946	2	772	101	36	17	618	13	44	16
Northwest Community College	Powell	J. E. Christensen, Dir.	M	D A	C	District	1948	2	289	99	45	17	128	11	4	13
Southeast Univ. Center	Torrington	Albert C. Conger, Dir.	M	D A	C	State	1948	2	105	19	22	10	54	4	3	5
ALASKA																
Publicly controlled																
Anchorage Community College	Anchorage	LeRoy V. Good, Dir.	M	D <sup>1</sup> A W	C	Jt. Dist.	1954	2	919	9	.....	551	359	4	27	10
Ketchikan Community College	Ketchikan	S. Clay Coy, Dir.	.....	D <sup>1</sup> A	C	Local	1954	2	199	.....	.....	199	.....	2	12	8

Institution	Location	Administrative Head	Membership	Accred- itation	Type	Control or Affiliation	Organ- ized as a Jr. Coll.	Years Included			Students, 1954-55			Faculty 1954-55		
								Total	Fresh.	Soph.	Spec- ials	Adults	Full- Time	Part- Time	Equi- valent Time	
<i>Privately controlled</i>																
Sheldon Jackson Jr. College*	Sitka	Roland B. Wurster, Pres.	.....	.....	C	Presbyter.	1944	2	20	12	6	2	.....	6	3	3
<b>CANADA</b>																
<i>Publicly controlled</i>																
Nova Scotia Agr. College	Truro, N.S.	Kenneth Cox, Prin.	.....	D	C	Province	1905	2	97	55	42	.....	3	30	11	11
Prince of Wales College	Charlottetown	PEI Frank MacKinnon, Prin.	.....	D A	C	Province	1860	2	485	62	33	390	.....	40	2	41
<i>Privately controlled</i>																
Campion College	Regina, Sask.	R. C. Johnston, S.J., Rector	.....	D A	C	Catholic	1914	2	88	75	13	.....	10	.....	10	10
Luther College	Regina, Sask.	Rex H. Schneider, Pres.	M	D A	C	Lutheran	1926	2	93	72	21	.....	12	3	13	13
Mount Royal College	Calgary, Alberta	John H. Garden, Prin.	M	D A	C	U. C. Can.	1932	2	1285	340	44	676	225	43	29	50
<b>CANAL ZONE</b>																
<i>Publicly controlled</i>																
Canal Zone Jr. College	Balboa Heights	Roger C. Hackett, Dean	M	M	C	Federal	1933	2	176	109	39	28	.....	8	7	11
<b>CUBA</b>																
<i>Privately controlled</i>																
Havana Business University	La Habana	Henry L. Mathiot, Pres.	.....	.....	C	Propriet.	1942	2	621	91	62	261	207	25	15	32
<b>GREECE</b>																
<i>Privately controlled</i>																
Athens College	Athens	Homer W. Davis, Pres.	.....	.....	M	Nonprofit	1925	2	145	94	51	.....	8	10	12	12
<b>HAWAII</b>																
<i>Privately controlled</i>																
Maunaloa Community College	Paia, Maui	K. C. Leebrick, Pres.	P	D A <sup>1</sup>	C	Nonprofit	1950	2	59	28	26	5	.....	7	6	9
<b>LEBANON</b>																
<i>Privately controlled</i>																
Beirut Coll. for Women, J.C.Div.	Beirut	William A. Stoltzfus, Pres.	.....	D A <sup>1</sup>	W	Presbyter.	1924	4	331	147	158	15	11	23	17	29

## REPUBLIC OF PHILIPPINES

*Privately controlled*Naval Reservation Jr. College.....Olongapo,  
Zambales

Dionisio Lindayag, Adm. Head M .... C Nonprofit 1948 2 172 83 21 48 20 7 2 8

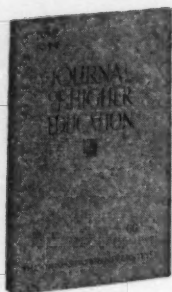
## PUERTO RICO

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Puerto Rico Jr. College.....Rio Piedras

Mrs. Ana G. Mendez, Pres. P .... C Nonprofit 1949 2 129 100 21 2 6 12 2 13

\* No report. Data as in 1955.



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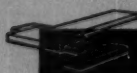
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